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ABSTRACT

According to a recent census, over 46 percent of all American women today are employed outside the home. A growing number of these women and their families are turning to daycare programs for assistance in caring for their children. Researchers find that parents want decision-making roles in the programs which affect their children; they want to help establish the criteria to be met by the staff; they want to influence or control the hiring and firing of staff. Parents are particularly concerned that males, including teenagers and grandparents, be included on the staff. There is a strong concern to establish continuity between the home and the center through the parent's involvement in the child's educational activities in the home and at the center. A broad concept of parent participation is needed and examples and practical suggestions are given for effectively involving parents in all aspects of daycare. Exemplary programs are described extensively. A comprehensive reference list and four appendixes supplement the main work. The first appendix provides a list of concerns voiced by parents; another includes the parent involvement questionnaire; a third appendix provides brief abstracts of several interesting programs which were not discussed in the body of the study. The fourth appendix, an address list, is provided for readers who wish to obtain a more comprehensive, sophisticated and updated understanding of individual programs. (Author/MK)

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PARENT PARTICIPATION IN PRESCHOOL DAYCARE

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Monograph No. 5

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Kenneth W. Tidwell, Executive Director
Southeastern Education Laboratory

PREFACE

This is an overview of principles and methods of involving parents in child care, daycare and child development programs. It is intended primarily for the use of people who plan, develop and/or operate programs for three-, four-, and five-year-old children. It clarifies and broadens the concept of parent participation and provides examples and practical suggestions for effectively involving parents in all aspects of daycare.

Part I presents an analysis of the concerns of parents, professionals, and practitioners, and examines some of the assumptions about parents and the poor which underlie preschool education and intervention programs.

Part II outlines specific principles for effective involvement of parents. Each principle is explained and illustrated with examples and elements from selected programs. The practical implications of these principles for program planners and operators at the local level are summarized.

Part III views parent participation from the perspective of the total program rather than in the context of isolated elements of programs, as in Part II. Child care, daycare and child development programs which are exemplary in both quality of child care and parent involvement are briefly described with particular emphasis on parent activities. These programs, from various settings and parts of the country, illustrate that

parents can and do play active, varied, and rewarding roles in daycare.

The present overview is primarily based on data from three sources: 1) printed materials available in January, 1971, describing child care and/or development programs and their parent involvement elements; 2) meetings with parents and program administrators around the United States during the summer and fall or 1970, and with parents who attended the Child Development/Daycare Workshop in Warrenton, Virginia, in July, 1970; and 3) responses to a questionnaire designed to obtain specific information about parent participation, completed by 750 child care and child development programs in the summer and fall of 1970.

The overview is supplemented with a comprehensive reference list and four appendices. The first provides the Workshop parents' entire list of concerns; another includes the parent involvement questionnaire which may be used by programs as an aide to self-study or to provide additional program information to the authors; a third appendix provides brief abstracts of several interesting programs which were not discussed in the body of the overview.

The fourth appendix, an address list, is provided to help overcome the major limitation of this overview: the brevity of program descriptions. The reader who wishes to obtain a more comprehensive, sophisticated, and updated understanding of individual programs is urged to write directly to the director or major investigator.

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PART I

ORIGINS OF PRINCIPLES FOR PARENT PARTICIPATION

There is an accelerating trend toward egalitarianism in America today. A growing number of women are leaving the home to help support their families, out of economic necessity or to find self-fulfillment beyond the roles of wife and mother. According to the recent census, more than 46 percent of all American women today are employed. These families are turning to daycare programs for assistance in caring for their children.

Parents are aware that their child may spend thousands of hours of his young life in the daycare setting between infancy and the time he enters public school. This experience will shape the adolescent and adult he will become. As Kagan and Witten (1970) pointed out, what the child becomes is determined by what happens to him in the daycare setting:

> ... how he is handled, what values he is taught, what knowledge he gains, what attitudes toward people he acquires. The child can come to trust or to hate others in a neighbor's apartment, a commune, or a recently built nursery school. (p.37)

While parents require the services of daycare for a variety of reasons, and are searching for new childrearing roles, they still want to be primarily responsible for their children. Without a major role for parents in the planning, administration, and the activities of daycare programs, mass daycare poses a danger. Kagan and Witten warned that parents may come to believe that daycare personnel have this primary responsibility,

just as they have already given responsibility for their school-age children's academic progress to the schools. It seems logical and appropriate to approach the discussion of daycare programs first through an analysis of concerns expressed by parents for the well-being of their children and their families. Later, the current thinking of educators and researchers will be reviewed briefly.

PARENTAL CONCERNS ABOUT DAYCARE

In response to the question, "What kind of daycare do you want for your child," parents have had the opportunity to express their ideas, both as individuals and as members of groups such as the parents who participated in the Child Development/Daycare Workshop in Warrenton, Virginia, in July, 1970 (Appendix A). Through a questionnaire (Appendix B) and through personal contact with researchers, parents have expressed numerous explicit concerns about child care or child development programs in rural and urban settings in black, Indian, Chicano, Appalachian, Ozarkan, and migrant communities. Some of these concerns are summarized here and will serve as a basis for the statement of principles later.

Parents want decision-making roles in the planning and administration of programs which affect their children; they want to help establish the criteria to be met by the staff; they want to influence or control the hiring and firing of staff. Parents are particularly concerned that males, in-

cluding teenagers and grandparents, be included on the staff. They feel that, to a much greater extent, professionals involved in the program should be indigenous to the community being served, be of the same ethnic background, and have genuine respect for the parents. When indigenous professionals are not available, and "professionals" are really necessary, parents have asked to be involved in teaching the newcomers about the local customs and values. Parents are particularly concerned that the curriculum be relevant to their children's specific situation. For example, mothers from New York City are anxious to have someone help teach their three-year-old children about drug abuse. They consider this knowledge imperative to their children's survival and feel strongly that this instruction should take precedence over reading and arithmetic.

Parents often express frustration that, even where centers exist for the care of their preschool children, there are no provisions for after school care for older brothers and sisters in elementary, junior, and even senior high school. One mother explains that even after finding adequate child care for her two younger children, she worried so much about her twelve year old "on the street" that she had to quit her job.

In a number of different ways, parents complain that the disparity between the rich and stimulating environment in the centers--books, pictures, toys, fancy equipment--and their less exciting home environment fosters in their children the feeling

that their parents have failed them. Instead, they argue that the centers should make some of these books, toys, and games available for home use and help their children understand that their families are trapped by economic conditions over which they have only limited control.

Related to this is a particularly strong concern to establish continuity between the home and the center through the parent's involvement in the child's educational activities in the home and at the center. In order to work with their children at home, parents ask for special parent education programs related to their child's activities. Many parents, especially the single mothers who so often need daycare for their children, express the need for contact with other parents and the opportunity to discuss and exchange views on the experiences of their children, and to enjoy the companionship of other mothers. This desire for contact with other parents is a strong motive for increased participation in daycare programs.

Parents express a great deal of misunderstanding about and hostility toward research, especially toward "studies to show another thing that is wrong with us." According to Hess et al.(in press):

> Minority groups have come to believe that programs organized for research purposes are usually of short term duration, may be conducted by people who are insensitive to or are unfamiliar with cultural differences, have no pay-off to the community, and seldom form a basis for social and political action

> or involve the community residents in productive or work roles. They do not serve the needs of the parents, have little positive effect on children and may even be detrimental.

The fact that university-based research programs are receiving extensive financial support while many community projects cannot keep their doors open is difficult for parents to understand.

In a number of settings throughout the nation, parents are convinced that their subjective evaluations of the effectiveness of their programs are at least as relevant and important as standardized tests given to their children. Rarely, however, have their opinions and ideas about the strengths and weaknesses of programs been solicited, and even less frequently are their ideas taken into consideration in program redirection. They question evaluating a program only in terms of changes in intellectual functioning of their children, while ignoring other aspects of their development, as well as ignoring changes in the family and the community. The importance of assessing changes in the community is demonstrated by the recent Kirschner Associates' report (1970) on the impact of Head Start on community institutions. It identified 1,496 changes in local education and health programs in 58 communities, changes which were brought about by Head Start.

Organized groups such as the Black Panther Party, women's organizations, welfare rights groups, Chicano and American Indian organizations have articulated many goals expressed by

individual parents. In a review of minority group goals for preschool and daycare programs, Hess et al. (in press) pointed out that, in spite of major differences, minority groups share:

> the feeling that they have been mistreated by a stronger, more dominant part of their society. . . . since public institutions of early education have largely failed to meet community needs in the past, they probably will not direct their energies to meet the perceived needs of these people in the future. . . Programs must, therefore, be developed by the communities themselves if they are to be responsive to the community's needs.

Hess et al. (in press) emphasized that theprograms which are being proposed and developed by minority communities themselves are similar to traditional programs in that they stress cognitive growth and adequate nutrition, but that they differ in terms of the context in which these are offered. Specifically, they are concerned with the development of ethnic pride, self-esteem, family pride, and bilingual competency. Related to the parental concern about the implicit criticism of their homes as deficient and bland environments and the effect this was having on their children's views, Hess and his associates also found that minority groups are placing special emphasis on political education for children to help them learn about the economic and social forces, beyond the control of their parents, which cause their powerlessness and poverty. Similarly, they are concerned with the support of survival

and group solidarity values and the creation of a daycare atmosphere which stresses "cooperative living and sharing of limited resources."

The general concerns expressed by parents throughout the nation are reflected and supported by the statement of principles for daycare in the United States which was endorsed by parents, child care professionals, social scientists, and daycare experts who participated in the Child Development/ Daycare Workshop in July, 1970. According to the workshop's report:

> What is needed in American society is a change in our patterns of living which will bring people back into the lives of children and children back into the lives of people.

It argues that the primary objective of daycare is to help the child develop his full human potential.

> The purpose is not just to free parents for another activity or to serve manpower requirements. Since so many of the experiences that are critical for a child's development involve his parents, the primary focus of any effective daycare program must be the <u>individual child and his family</u>. It is only by respecting the rights of parents to decide what will be advantageous to their child, and by providing them with the information they need to make an informed judgement, that a daycare program can achieve its objective of creating an environment that permits the realization of human potential.

Child development studies have documented the importance of parental influence on the development of young children.

Bloom, Davis, and Hess (1965) summarized many studies which repeatedly demonstrated that the home is the single most important influence on a child's intellectual and emotional development.

Kagan and Moss (1962), in a longitudinal study at the Fels Institute, indicated that the important behavioral changes which occur in a child during the first years of school are closely related to his identification with his parents and his attempts to adopt their values and behaviors.*

BASIC CONCEPTUALIZATIONS

Community institutions-- educational, vocational, recreational, child care, health, welfare-- assist parents in fulfilling their responsibilities in rearing their children. It has never been the intent of these institutions to assume the responsibilities of parents, except as emergency procedures when the welfare of the child is in question as a result of his being orphaned, abused, neglected, or deserted. While

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*R. D. Hess and several associates have written an excellent review of the research on parental influences on cognitive development and school achievement. It will appear in the forthcoming book Daycare: Resources for Decision, edited by Edith Grotberg (Washington, D. C.: U. S. Government Printing Office, in press). In the same volume Sigel, discusses parental influences on social and emotional development. In both chapters an attempt is made to identify influences which are relevant to daycare populations.

the services from some community institutions-- schools, for example-- are directed to the total population, other services are primarily intended for and used by the poor. Traditionally, these institutions and the home have been separated by sharply delineated legal and professional boundaries. Programs have been developed, administered, and operated by specially trained personnel, and parents have been restricted to family roles within the home.

In the past decade at least two factors have begun to blur the lines between the home and some community institutions. One factor is the "discovery of poverty," especially by social scientists and educators, leading to the resultant discovery of poverty as a political issue and the concomitant Congressional action which made monies available to alleviate the effects of poverty on the health and educational achievement of young children. The second factor is the move by the minority groups into the "power system." The result of this has been that parents have begun to follow their children into educational programs, some by invitation and some on their own initiative; to participate in decision and policy making, and in supportive roles as volunteers, as paid workers in the institutions, and as tutors of their own children at home; or to receive instruction in child development and homemaking. Federal programs, including Head Start, began to focus attention on parents, as well as children, and required their participation, an approach which contrasted sharply with that

of traditional daycare centers who view parents as recipients of their services.

Certain assumptions about the needs and characteristics of low-income and minority populations are implicit in any program designed for parents or children. During the past several years, many social scientists and educators have begun to question popular assumptions and make explicit alternative descriptions of the world of the poor (Chilman, in press; Hess et al.,in press; Baratz and Baratz, 1970; Blank, 1970; Gordon, 1969; Gurin, 1969, Hess, 1969). According to Hess et al (in press), conceptions about the social, cultural and educational world in which low-income and minority group families live and interact "represent an implicit hypothesis of the nature of the educational problem and the point of the system which most needs to be changed, and thus contain implications for the type of program which would provide a remedy." Most programs designed to serve these populations in recent years have assumed that "the educational system esentially is sound and that the greatest energy should be put to helping families and children orient themselves successfully toward the school" (Hess et al., in press).

Hess et al. (in press) review four models of how a disadvantaged child's experiences affect his educational attainment and capabilities. The <u>deficit model</u> views the child and his home environment as deprived. His home is lacking in the experiences needed for adequate cognitive

growth. When he comes to school, he lacks the basic skills necessary for success. The cultural difference model defines the child's experience as different, not deficient. He has lived in a culture having its own language, traditions, and strengths. The school-as-failure model sees the difficulty as embodied in the school, its curriculum, and staff. The school does not utilize the abilities the child brings with him and does not meet the educational needs of the community. The child is considered "educationally rejected" rather than "culturally deprived." The social structural model, viewing the problem at a societal level, sees the behavior of individuals as determined by their status and by the demands and expectations of society. The poor black, Indian, Puerto Rican or Chicano child and his parents see themselves trapped by poverty, powerless to change or control their lives. The children may or may not have any real deficiencies or differences, but they are treated as if they do by the system, even by those who seek to help them. This perception and the expectations for failure that accompany it reinforce the child's expectation of failure and self-rejection.

These models are not necessarily mutually exclusive, but certain implications for parent programs follow from them. If one presumes that the parents have provided a deficient home environment, and are themselves inadequate, intervention programs would either take the children away from the home and limit severely the role of deficient parents in shaping the

educational environment, or one would intervene in the home, attempting to retrain the mother in basic skills or attitudes she is lacking. This is the thrust of many parent education and mother-child home programs.

In contrast to this, if one takes the cultural difference model, it follows that the parents should have a large role in helping to make the daycare program fit within the cultural framework of their community. They are perfectly "adequate" as parents and are best qualified to develop programs which will maximize the strengths inherent in their culture. It would be more important for teachers to be sensitive to and a part of the culture than for them to have specific skills in remediation or intervention.

Proponents of the school-as-failure model would not attempt to prepare their children for success in traditional public schools, but would focus their energies on the schools themselves, changing their organization, administration, atmosphere, and content to become more sensitive to cultural and individual differences in the language and thinking styles of their children. Some proponents of the school-as-failure model have abandoned the public schools altogether to develop their own alternative schools and programs.

An application of the social structural model would lead to major efforts to improve the conditions which oppress minority and low-income people and to change the social structures which support their oppression. The social

structural model also implies that one would be concerned with the psychological changes that had resulted from growing up and living in an imposed low-status, powerless, and exploited position in society. Thus programs would be developed which give power to communities and provide them with experiences intended to allow their human potentialities to be expressed.

When one designs programs for parents in daycare settings, it is important to make explicit the assumptions which will underlie the statement of the problem and the design of the program. It is clear that how a problem is conceptualized will determine how it is solved.

Parents must participate in rather, than only be passive recipients of, daycare services. Parent participation takes many forms, each of which has its own psychological and practical justification in terms of the advantages for the child, the basic human desire of parents to be involved with their children, and of families to be together. Daycare programs must use their potential to strengthen and promote these relationships whenever possible, and provide the ideal situation in which families-- parents and children-- can grow together through experiencing the same activities, exploring new ideas, discovering new interests and developing new skills. Since a large part of the waking hours of the child may be spent in daycare centers, concrete plans must be made to prevent the center from becoming a wedge between parents and their children, and between brothers and sisters. The center should, rather,

strengthen and improve the quality of family relationships, as well as contribute to the individual growth of each member.

PART II

PRINCIPLES OF PARENT PARTICIPATION

The concerns of parents, and the views of child care specialists and experienced daycare operators, supported by a growing body of research, suggest several specific principles for effective parent participation in daycare programs. Briefly, the principles to be discussed are:

1. Parents must have an active role in all phases of policy and decision making in the planning and administration of daycare programs.
2. Parents must be encouraged and provided means to participate in the education of their children, and specific attempts must be made to involve fathers in these activities.
3. Parents must be provided opportunities for self-improvement, employment, service as volunteers or "temporary staff," and contact with other parents.

There seems to be general recognition that parent involvement is crucial to effective daycare. For example, these principles for parent participation in daycare are reflected in the guidelines set forth annually by HEW, OEO, the Office of Education, the U. S. Department of Labor and agencies at state levels. That parents are important in the lives of their children and children in the lives of their parents is not a new concept. However, acceptance of the concept has apparently not been a powerful enough motivation to activate the majority of child care and daycare programs to seek strong

family involvement. We have the legal provisions and often, as in Head Start, requirements to involve parents in preschool programs, but to a great extent it is not happening. Why do so few programs have extensive parent participation? Why do so many have low involvement or none at all?

One argument has been that working mothers do not have the time that non-working mothers have to spend in daycare centers or in special programs with their children. This attempt to explain non-participation is not supported by studies of the behavior of working and non-working mothers. Surveys have demonstrated that even at the lowest income and educational levels, working mothers "are appreciably more likely to belong to organizations or clubs, and to belong to two or more, than are non-working mothers. . ." (Ruderman, 1968; 179).

Among the other explanations that have been offered, the most common ones include some of the following underlying assumptions about the parents of children in daycare programs: they aren't interested; they don't have the ability it takes to participate in planning or administration; if they were encouraged to get involved, they might "take over" and the programs would be ruined because they lack leadership skills; they couldn't raise money or manage budgets; they wouldn't ask, let alone listen, to advice from professionals with experience and specialized knowledge. Many of these assumptions culminate in the attitude: they have been inadequate

as parents and are largely responsible for their children's deficiencies; we really shouldn't try to involve them in our programs; rather, we should attempt to create a better environment for their children.

It is probable that to some extent this attitude and its underlying assumptions are the result of a lack of information about the wide range of ways in which parents can be involved, and the many highly successful programs in which parents play a major role. Even where there is a desire to involve parents, daycare programs need information, ideas, and tested models for effective involvement. In response to these problems, we will illustrate the three principles with examples from existing programs which emphasize various aspects of parent participation. Many of these examples are child development research or demonstration programs rather than daycare programs. They have been included because they have demonstrated some degree of effectiveness and because they appear to be adaptable to daycare.

These examples will usually represent elements of programs rather than entire programs and do not indicate that the entire program is exemplary. A later section will present descriptions of complete child development, child care and daycare programs which are outstanding in terms of parent participation.

PARENTS MUST HAVE AN ACTIVE ROLE IN ALL PHASES OF POLICY AND DECISION MAKING IN THE PLANNING AND ADMINISTRATION OF THE DAY-CARE PROGRAM.

In our society, parents have both the privilege and responsibility for making decisions concerning the rearing of their children, and concerted efforts must be made to encourage and support them in this process. Although parents may request the services of professionals and work with experienced administrators in planning programs and establishing policy, the basic decisions should be those of the parents.

Greenberg (1969) describes well the plight of parents today. Educators have so effectively barred parents from learning about educational alternatives that parents are essentially unaware of the exciting ideas in the world of teaching and learning today. Therefore they are unable to work towards anything specific. Growing numbers of communities with legitimate concerns over the failure of the educational establishment to meet the needs of their children are feeling so excluded from the educational decision-making process that in frustrated rage they are demanding total control.

The experience of Head Start, Parent Implemented Follow Through, and the Parent and Child Centers attests to the value of parent service on policy-making boards, especially when parents have received training in leadership skills. Activities such as community meetings, site visits to successful programs, and the identification and solution of school and community

problems have resulted in substantial changes in school programs and in community involvement. Of equal importance, effective service on policy committees and boards has given parents feelings of competence and self-confidence, as well as a sense of control over their own lives.

Within the context of parent control and involvement, there must be an opportunity for the parents to have options. The parent must have the right to choose how much and on what levels, if at all, he wants to become involved in the planning and operation of the program, and/or participate in the activities of the center. He should be actively encouraged to participate from the earliest possible stage, and his option to join in must always remain open, but his refusal or inability to participate should not prevent his child from participating.

Parent decisions channeled through appropriate planning and policy making committees or boards should determine:

1. general and specific goals of the daycare program for children, parents, and families, and programs to implement the chosen goals,
2. cultural and ethnic relevance of the program,
3. age groups to be served,
4. delivery systems of the program-- home daycare, neighborhood center, industrial center, mobile vans, or a combination of these,

5. staffing patterns, policies, and personnel of the program (including determining what positions will be created, what the requirements will be for these positions, who will be hired to fill them),
6. plans for research and evaluation of the program, and
7. methods of staff evaluation.

As these seven areas indicate, there is a wide variety of roles for parents to play, and it is the continuing responsibility of the program staff and supportive parents to develop the kind and quality of activities which will result in meaningful voluntary participation by all parents. When parents are not involved in vital, rewarding roles in a child care program, one should look to the program for the cause rather than to the parents.

Discussion And Illustrations of Parent Participation in Policy and Decision Making

1. Complete parent control, with or without the assistance and advice of professionals, community and agency representatives, and experienced administrators.

2. Sharing of responsibility, with parents having varying proportions of the power. Experience has shown that the number of parents on a board does not necessarily reflect their influence. Middle-class professionals and community and agency representatives tend to be more influential because they have skills acquired in other decision-making groups, tend to be more self-confident, and often overemphasize the extent of

their "expertise." This emphasizes the importance of training to increase the effectiveness of parents on policy boards. Such training programs are still in early stages of development and vary in approaches and effectiveness.

3. Serving on advisory committee, without decision-making power. Parents' opinions on specific issues may also be solicited informally by those in control.

4. Having the opportunity to observe the decision-making process and express concerns. Parents are usually welcome at board meetings and may be provided time to ask questions and present problems. It should be noted that at this level, parents act as individuals rather than as a group, which may further reduce both their willingness to express themselves and the extent of their influence.

5. Being informed of decisions which affect the policies of the program. Parent meetings may be held to explain decisions, and inform parents about how the daycare center is operated, who the staff is, what age groups will be served, what the content of the educational curricula will be, and so on. Decisions are often communicated to parents in newsletters or in the course of parent-teacher conferences or home visits.

The level of parent participation in decision making can vary at different stages in the development of a program and in various aspects of the same program. Usually parents participate in several of these ways in all daycare programs.

Until September 1970, Project Head Start required that at least 50 percent of the members of advisory committees be parents. In practice, however, the percent varied greatly. The Lambertville-Pittstown, New Jersey Head Start had a board composed of 98 percent parents while many programs had boards with less than 10 percent parents. In some programs parents were serving in advisory capacities prior to setting program goals. The Napa California Head Start went further and established parent policy-making boards before the program goals were set, but most programs waited until after funding was assured before involving parents, and many did not attempt to give parents a role in policy making until months after the programs were in operation.

The level of parent participation in program policy making in Head Start has also varied. In the majority of programs, parents have been limited to an advisory role, and in some cases this has been largely informal, with the director soliciting parent opinion. Some programs have gone further and have given parents a share of responsibility for administration of the program or a shared role in the selection of staff. Napa, California Head Start parents are primarily responsible for administration of their program and for hiring the staff.

These examples of shared responsibility or parent control are close to the model set by the new Head Start guidelines.

Policy Committees with at least 50 percent parent membership replace Parent Advisory Committees (PAC), with specific decision-making roles for parents spelled out for each stage and aspect of the program. These parent-controlled boards have primary responsibility for a wide range of planning and administrative decisions.

More traditional daycare programs are also increasingly involving parents in decision-making roles. The Houston Day Care Association and the Seattle Day Nursery have advisory and policy boards composed entirely of parents. The parent cooperative daycare programs, such as Central Harlem Association of Montessori Parents, Inc., are usually administered by boards of directors which are composed of parents, elected by parents, and accountable to parents. Board decisions on staffing and curriculum are subject to approval by all of the parents.

Parents in the sixteen centers operated by the National Capital Child Day Care Association , in Washington, D.C., participate in policy making and staff selection in their own centers. They select representatives for the association-wide Parents Advisory Committee, who assist in identifying needs, setting policies, and hiring staff of the Association. Sixteen PAC members make up one-third of the Association's Board of Directors.

Parents from the Andrew Fleck Child Center in Ottawa, Canada have been sent as official representatives of the

program to daycare and social welfare conferences and institutes to assist in setting regional goals. The Child Development/Daycare Workshop brought in parents of children in daycare programs around the United States as consultants to assist in planning and preparing materials for a national daycare program.

Setting and implementing the goals and choosing an educational program. From the experience of the Community Cooperative Nursery School in Menlo Park, California, it seems necessary for parents to have the freedom to make and learn from their mistakes, as all program planners must do, and to test the limits of their power. The Community Cooperative Nursery School resulted from a dream of a group of mothers who wanted to establish a permanent nursery school for their children and grandchildren. With assistance from the Mental Research Institute (MRI), the mothers wrote the original funding proposal to OEO and took primary responsibility for developing the goals and policies of their program. They hired teachers and worked with them to develop the educational program. They made mistakes, but learned from them, soliciting advice and assistance from MRI, while retaining control of the decision-making process. They did not fully recognize the extent of their power until after they had fired the first Director and hired a new one. The mothers wanted a new

specially designed building for their nursery school and raised over $10,000 towards funding it.

More typically, parents advise on specific issues after the general goals of the program have been set. Parent Advisory Committee (PAC) representatives meeting with teachers in their preschool in Oakland, California (Oakland Preschool Program) developed lists of specific classroom objectives which they felt should be emphasized. The list was used as a resource in the teachers' inservice training program. The parent representatives on this PAC decided that it would be worthwhile for mothers in their program to watch Sesame Street on television, so they assumed the responsibility for contacting and encouraging the mothers and providing them with the program's educational guide for parents.

Parents attending teacher-teacher aide classroom meetings throughout the school year in New Rochelle, New York (Experimental Pre-Kindergarten) raised questions about classroom procedures and their children's development in an informal way. The parents' steering committee made suggestions to the administration concerning structural changes in the classrooms, and the suggestions were accepted. These same parents suggested to the superintendent of schools that it would be valuable and desirable for the teachers to have more time for training and planning. They recommended that the five-day school week be reduced to four days. This suggestion was also implemented.

Parents in the Fresno, California Title I preschool program were able to publish a handbook for parents and to initiate a preschool-kindergarten articulation program. The curriculum of the Seattle Day Nursery is being developed from parent suggestions.

The Universal Education Corporation, a private company, has developed an Educational Daycare Program, designed to strengthen the role of the family. The plan offers several types of daycare to satisfy a variety of needs. Parents will have the opportunity to participate in selecting which plan will be followed in their neighborhood. The program currently serves a pilot population of 2,000 children and their families in four Pennsylvania cities.

The role of the parent in program selection is an explicit part of the Responsive Program, a product of the Far West Laboratory for Educational Research. It is assumed that parents must be involved in the selection of the program if it is to succeed, and that parents must approve the program before it is introduced and have the right to review their decision after they have seen it in action.

Giving the program cultural and ethnic relevance. Every community has a cultural or ethnic identity, and parents must be involved in adapting the flavor and content of their program to fit within this identity. This will increase contunity between the center and the home, and enrich the children's

lives, as well as encouraging parents and families to feel that the daycare program is compatible with their interests and values.

The Dr. Martin Luther King Family Center in Chicago, Illinois was originally developed by a research institute but is now community controlled. Their Freedom School for Black Children redefines development, competence, linguistic and cognitive systems within a black frame of reference. They have built into their program a variety of activities which are designed to permit the child to begin the process of positively defining himself as a black person (Dr. Martin Luther King Family Center, 1970):

> Because of the daily experiences which "simply omit Blacks" it is necessary to emphasize for the children cultural experiences which take into account "the Black experience." Culturally-based songs, rhythms, stories, and pictures are a part of the child's everyday school life. Vacation days to celebrate Black heroes are a part of his world. Considerable verbalization, the use of mirrors, etc., all relate to his growing self-image. The symbols of the Black Revolution are communicated as a part of the everyday experiences--not in an angry and defiant mode, but rather in an ego-enhancing, and supportive manner. That the child is beautiful, delightful to be with, worthwhile in his own right, and Black is evident to the teacher, parent and child.

Choosing the age groups to be served. This is a complex problem, and the solution which is most satisfactory from an administrative viewpoint may not best satisfy the needs of

the community. When a city has only limited funds for day-care, it obviously must meet the needs of some at the expense of others. In this kind of situation, there is likely to be pressure to serve the greatest number of children regardless of how adequately the needs of their families are met.

Tallahassee, Florida's Leon Interfaith Child Care, Inc. recently began to operate a Head Start daycare program for three and four year olds in three centers. This program includes an experimental educational component, which required special training for the entire staff and a built-in research program to evaluate its effectiveness. Having made a successful beginning, Leon Interfaith is preparing to expand, perhaps doubling the number of centers during the next year. The investment in the current program and the relative cost of new programs for infant or school-aged children will be important factors in deciding which age groups the new centers should serve. From a simple administrative point of view, it would be easier to duplicate the existing program in new centers, perhaps spreading the trained and experienced staff from the current centers among the new ones. In this way a larger number of children could be provided quality daycare, at a lower cost, more quickly and with less difficulty, than if the resources were put into infant or after-school programs. But from the point of view of the parents, this may not be a satisfactory solution. A mother with infant and school-aged children, as well as preschoolers, would be no more free to work than she is now.

The conflict arises in part from the different perceptions of who is the consumer of daycare. When individual children are seen as the clients, it follows that a greater number of Tallahassee children would be served more quickly and with less expense by duplicating the existing program in new preschool daycare centers. If, however, the family and the community are seen as the clients, it is likely that a multi-age program would be preferable. The parents would benefit, and when mothers were freed to work or study, the community would benefit. In order to satisfactorily meet the needs of families and the community, parents must be involved in assessing local needs, comparing costs and benefits, and determining the best solution.

Some communities have chosen to provide multi-age daycare in programs which focus on ways to involve older and younger children together. This is a common approach of parent and child centers. At the Underwood School in Newton, Massachusetts, children of ages five, six, and seven are deliberately grouped together in one classroom to serve as an extended family with the older children helping the others. At W. T. Moore Elementary School in Tallahassee, Florida, kindergarten, first and second grade children are grouped together providing the opportunity for many cross-age activities. The older children tutor the younger ones, and both tutors and pupils are learning at an accelerated pace.

Selecting the type and location of daycare services. Parents must be involved in determining the types of daycare services offered and the location of child care centers. There is a wide variety of ways to meet daycare needs (family daycare, neighborhood centers, centers at place of work, mobile units, home visitors, television programs), and only parents can choose which combination will best meet their needs.

Some parents would prefer having their children cared for close to home, in their own neighborhoods, with the children of friends and neighbors. Others may wish care provided at their place of employment. The National Capital Area Child Day Care Association has a daycare program for Department of Labor employees' preschool children. Locating the center in or near the public elementary schools would facilitate providing after school care for school-age children in the same center with their younger brothers and sisters. This would allow activities to strengthen the relationship between children from the same family and allow parents to become more deeply involved with one program, rather than less involved with several different programs.

In rural areas, with programs serving greater areas, parents may choose to have entire programs brought to them, through sub-centers, mobile units, home visitors, or television programs. The Mt. Carmel, Illinois Parent and Child Center has a mobile library which brings materials and toys to the

home. The Southeastern Educational Laboratory is experimenting with a language development program delivered to preschoolers in six Southeastern states; a mobile van equipped as a classroom makes regular stops at selected rural crossroads, requiring only parking space and a power supply.

The Appalachia Educational Laboratory has developed a home oriented preschool educational program which combines television, a mobile unit, and home visits. The educational program is broadcast over a commercial channel for one-half hour every day, five days a week. A trained paraprofessional visits the home weekly. The traveling classroom with a teacher and aide visits children in groups of ten to fifteen once each week for an hour and a half. During the home visits the parent or parent substitute is provided a series of activities specifically designed to reinforce the concepts being taught in the other elements of the program.

On a much larger scale, Sesame Street, broadcast nationally on both educational and commercial television, is accompanied with guides for parents suggesting educational activities to complement the programs. Beginning in the Fall of 1970 "Sesame Street Mothers" groups were organized in inner-city areas of a number of large cities. These mothers met in Viewing Centers with specially trained teachers who suggested ways for them to use the program in working with their children.

Some of the most promising types of services take advantage of existing patterns of behavior within communities. The Super Market Discovery Center in South Central Los Angeles serves three and four year olds who come grocery shopping with their parents. Children are given training in cognitive and tactile tasks in 45-minute sessions once or twice a week. Their parents are provided suggestions about how to reinforce and review the concepts with their children. The program also provides training and employment opportunities for central city senior high school and junior college students, who act as tutors.

The Daycare Neighbor Service in Portland, Oregon is an innovative and successful attempt to support and strengthen women who already play the role of daycare matchmaker in their neighborhoods. These women are paid $25 a month to assist working mothers in locating child care resources, usually family daycare in a nearby home. They also accept some responsibility for the quality of the daycare they have arranged, attempting to solve problems that may arise, and when necessary, referring people to community service agencies. A social worker visits the Daycare Neighbors and counsels them. The Daycare Neighbor Service is an example of how money and staff can be used to support and improve existing patterns of daycare within a community.

Selecting the staff. Parents should participate in the determination of a program's personnel needs and the specifi-

cation of criteria to be used in selecting staff. They must also actively participate in recruiting and hiring. This is one of the simplest, yet most important ways to involve parents, and provides evidence to parents that they actually have a meaningful, powerful role to play in running their program.

In the process of determining personnel requirements, the basic goals and underlying assumptions of the program will be shaped and made explicit: Do we need another teacher, or a family aide instead? Should our teachers have professional training or are other experiences more important? Does our social worker need a degree or is it more important that she be bilingual?

Although parents had an initially small role in writing the personnel policies for the Leon Interfaith Child Care Head Start program in Tallahassee, Florida, the proposed policies, written with the assistance of several parents, were brought to the Parent Policy Committee, which reviewed and amended them. The parents worked to clarify responsibilities, particularly the decision-making roles of the parents and staff in the operation of the centers. The parents spent many hours reading and discussing the proposed policies, with the assistance of the director and parent coordinator, in the process coming to appreciate better the complexity of the program and to understand their role.

This illustrates the educational value of policy making by parents. Without the real job of writing personnel policies, it is unlikely that any of the parents would have spent hours studying personnel policies or considering and discussing the basic goals and assumptions underlying the policies. The parents in many Head Start programs have participated in selecting staff and under the new guidelines this has become the rule rather than the exception.

Parents in the New Rochelle Experimental Pre-Kindergarten were involved in establishing the requirements for the social worker position when it became vacant. They considered the role he should play, the kind of person he should be, and what kinds of skills he needed. Applicants were screened by the director, but a committee of teachers, aides, the director and parents made the final decision. New Rochelle plans to continue the procedure of involving parents in staff selection. When parents know that they have selected and hired their children's teachers, the family aide, or the director, they will be able to interact with them more freely, on an "equals" basis. When they don't participate in hiring, all too often parents are hesitant to ask questions, offer advice, or feel free to get involved in program activities directed by staff members. The staff members are more likely to treat parents with respect and to be sensitive to their needs when they perceive them as "employers" as well as parents.

Contributing to research and evaluation. Parents have expressed the concern that priority in funding be given to the delivery of daycare services rather than to research and experimental projects. Part of their objection has been to evaluation criteria and the research methods which often seem inappropriate and irrelevant. Parents, however, also want the best possible care and services for their children and families, and for this reason assessment and evaluation are necessary.

Horowitz and Paden (in press) explained that few middle-class social scientists are knowledgeable about lower class Afro-American culture and its distinctions from the lower social class of white America.

> The result has been a general picture of deficit functioning of the Afro-American child. This deficit picture has been both right and wrong. In terms of the responses expected for successful functioning in the average public school setting, the lower class ghetto black child does not possess the responses or exhibit them in a way not easily utilized by the average teacher. On the other hand, particularly in the area of language, the black ghetto child may have developed an adequate repertoire of responses for the culture in which he is being reared (Baratz, 1968). It is not necessarily a case of deficit functioning. It may be a matter of different functioning.

One of the consequences of social scientists' and educators' not fully appreciating this difference has been the development of early childhood intervention programs based on what Baratz and Baratz (1970) term "the inadequate mother hypothesis:" The ghetto mother is inadequate because she

produces "deficit" children who are linguistically and cognitively impaired. In agreement with other researchers who have said that the deficit does not, in fact, exist; they state:

> Black children are neither linguistically impoverished nor cognitively underdeveloped. Although their language system is different and, therefore, presents a handicap to the child attempting to negotiate with the standard English-speaking mainstream, it is nonetheless a fully developed, highly structured system that is more than adequate for aiding in abstract thinking. French children attempting to speak standard English are at a linguistic disadvantage; they are not linguistically deficient. Speaking standard English is a linguistic disadvantage for the black youth on the streets of Harlem. A disadvantage created by a difference is not the same thing as deficit! (p. 36)

Baratz and Baratz (1970) ask for research which recognizes cultural differences and which looks at what actually happens in the home, rather than the current efforts using white middle-class measures in laboratory and other artificial settings.

> A research program on the same scale as that mounted to support the social pathology model must be launched to discover the different, but not pathological, forms of Negro behavior. Then and only then can programs be created that utilize the child's differences as a means of furthering his acculturation to the mainstream while maintaining his individual identity and cultural heritage. (p. 47)

Within the context suggested by Baratz and Baratz (1970), the Dr. Martin Luther King Family Center (1970) is trying to conduct research on black children and their families:

> For example. . .we're aware that these four-year-olds can go to a nearby store, purchase a requested item and return home with correct change; and, that

> these children are able to negotiate a complicated and crude elevator and find their way to and from our Center alone. Many educators and psychological practitioners would ask how much and what does this cost the child emotionally and intellectually. We are more interested in expanding the resourcefulness that is indicated here than in speculating on its cost. We are also concerned that ordinarily in evaluating a child's competence these kinds of ego operations are not included as areas of competence. We suspect that these abilities fit into the child's survival abilities that are needed so much in a chaotic community. Furthermore, we would like to know more about the internal organizational processes which must be developed in the child in order to manage these kinds of activities. (p. 20)

They are also studying the process of self-definition of black people in a white-oriented world, but not as an academic exercise or to demonstrate, as many programs have attempted, that their Freedom School improves self-images. Rather they are interested in understanding the process so that they can break into the "vicious cycle of self-hatred" which is evident in children as young as four.

> We are interested in the continued development of a program which has cultural integrity-- compatible with the life styles of our youngsters while at the same time including in it the preparation for adequate and positive functioning in a wider world (classrooms with 40 other children; a white-oriented world,etc.) which negates the special needs of individual black children and devalues the worth of their culture. (p. 20-21)

Hoffman (1971) asked college students studying child and educational psychology to work through the public schools with rural disadvantaged families in northern Florida. One group of students was required to provide to the families with whom they were working copies of every report and paper submitted

in class. Another group prepared reports on their activities and evaluations of the family and submitted them only to the instructor. These later reports were not seen by the families. An analysis of the reports revealed that the students who shared their insights with their "clients" used less than one-half as many negative terms to evaluate the family, but were just as confident about the validity of their observations as the students who wrote confidential reports. Students working with families who were allowed to see the reports perceived the families' problems in terms of the environment, racism, and other "external" causes. The students who wrote confidential reports more frequently blamed the families themselves (pathology, character disorders, low intelligence, laziness).

The implication of this study is that participation by parents in every stage of research and evaluation may help prevent unconscious racist assumptions from being made by researchers. Daycare will serve millions of Americans in subcultures different from that of most social scientists and researchers. In addition to spotting erroneous assumptions, parents can assist in the development of evaluation measures which are appropriate to their communities.

Ronald Lally (1969), director of the Syracuse University Children's Center, described several ways in which indigenous mothers employed as paraprofessionals in a parent education project made important contributions to the research program:

> the role of the Parent Educator in the development of these tools was a critical one. A basic problem in attitude measurement is the language gap between the psychologist and the disadvantaged mother. The Parent Educator's knowledge of both aided in the selection of appropriate words and items. A second concern is the attitude of the mother toward measurement. Here again, the in-service education activity aided in both helping the researcher understand the problem and the Parent Educator to overcome it. (p. 15)

Evaluating program and staff. Formal research on the effectiveness of community controlled and community relevant programs is quite difficult, especially when the researchers are "outsiders" without other roles seen as useful to the program. There is almost always suspicion and antagonism from program participants, inappropriateness of conventional methodology and instruments, attrition and rapid turn-over of participants, and always the overriding demands on every available resource to help the program simply survive. These factors are especially potent during the first year of a program.

Smith and Davies (1970), with the community initiated and controlled cooperative nursery school in Menlo Park, California, suggest as an alternative research strategy that:

> ...the first year be spent in analysis of the decision-making and problem solving processes used in establishing the program and the more formal research be delayed until the second and/or third years. Actually, a considerable amount of important and useful information can be obtained from analysis of (the) process used in establishing the successful community co-op. (p.9)

It is important to note that much of the kind or research that Smith and Davies advocate can be carried out by people with little formal research training; the staff and parents can and should be encouraged to contribute their own observations and impressions.

Program evaluation by staff and parents can also be a highly educational experience, increasing the input of parent attitudes, as well as increasing their understanding of the goals and problems of the program. A program self-evaluation should include a restatement of goals, plans to implement these goals, an analysis of progress, identification of strengths and weaknesses, and plans for correction of weaknesses.

Parents can make a particularly important contribution to a program by assisting in staff evaluation. If done frequently, staff evaluation provides a built-in opportunity for parents, the recipients of the daycare service, to express dissatisfactions at a point when they can be handled to the satisfaction of both parents and staff. It also provides an opportunity for parents to reinforce staff members who are doing a good job.

How to Involve Parents in Policy and Decision Making

The illustrative programs with strong and continuing parent involvement in policy-making roles are all successful. The issue, then, is not whether parents from diverse income

and educational backgrounds can fill responsible roles as policy makers for their children's education and well-being but rather how they can be helped to do this?

Parents are best involved during the earliest stages of assessing needs and planning for local daycare. If parents do not become involved until after they enroll their children in centers, they have been excluded from many of the most important aspects of parent participation in daycare. It is sometimes difficult to convince parents that they really have a significant decision-making role when most of the important decisions have already been made before they become involved.

Bronfenbrenner (1969 and 1970) pointed out that one of the most effective means of bringing people from divergent groups or points of view together to work cooperatively and successfully is to have them focus on superordinate goals, problems of such magnitude as to supersede individual interests and demand a cooperative attack. He cited prior research suggesting that, while working together, the group develops a common identity, so that even after the initial crisis has passed or the problem has been resolved, the formerly separate individuals continue to work together as a single group.

Hoffman (1970) contended that advisory committees and policy boards which bring together various interest groups in a community are continually faced with the kind of over-

whelming problems which can become superordinate goals. With a minimum of effort in focusing attention on a common goal, parents, representatives of local agencies, professionals, concerned citizens, community groups, and staff can begin to work cooperatively as a single group. This cooperation is especially likely when the issue is child care, since the concern for children is deeply shared by all groups in a community, whatever differences they may have on other issues.

Once the board members begin to work together, the more skilled and effective members of the group should begin to serve as models for the less experienced, less self-confident members. Thus the policy board can serve as a learning situation for parents, staff members, and other elements of the community. For some this will mean the acquisition of new planning and decision-making skills; for others an opportunity to improve their self-expression; for still others insight and understanding of varying points of view and needs.

Social learning theory (Bronfenbrenner, 1968; Bandura, 1969; Sarason and Ganzer, 1969) suggests that learning in adults through modeling can be facilitated by allowing them to interact with models who show the desired behaviors at a level that can be imitated with some degree of success. Modeling works best when the board members interact in solving relatively simple problems that require the use of basic skills, before moving on to more complex problems.

The power of models to influence behavior increases when they are people with whom the observing adult feels some degree of emotional involvement or identity. Thus if the people who serve as models for desired behaviors are seen by parents as genuinely concerned with the community, their strength as models should be enhanced.

Community representatives serve on policy boards and citizen advisory committees at local, state, regional, and national levels. In California alone over 12,000 people, mostly from poverty areas, serve on such boards. Thus, the experience and training received in policy-making roles could have a major impact on the skills and the attitudes of a significant segment of the low-income population. To the extent that serving on policy committees helps parents develop both the self-confidence and skills necessary for self-determination and leadership, daycare and child development programs can help powerless people achieve political influence far beyond specific concerns for their children.

An in-depth study (Marshall, 1969) of the greater Los Angeles community action agency found that after serving on the board of directors, poverty representatives had developed a heightened sense of personal power and political effectiveness, as well as increased personal aspirations and self-esteem. These representatives had become much more active leaders in their own community affairs. This study, based on lengthy interviews with board members and objective observa-

tions of all board and committee meetings, concluded that the poverty representatives had not, however, gained effective power on the board. "They are co-opted in the sense that they are not able to exert significant influence over the decisions of the board or lessen the predominant influence of the public agencies on the board," (Marshall, 1969; xii). This perception was shared by poverty representatives and other board members alike. The poverty representatives' views were not strongly influenced by the board members either. Their attitudes toward local governmental agencies and the Economic and Youth Opportunities Agency remained hostile, and their militancy remained high.

This study suggested that while board membership is related to important positive changes in attitudes and behavior of poor people, it does not necessarily lead to increased effectiveness in influencing programs. The Los Angeles representatives went back to their communities in frustration, determined to circumvent, ignore, or actively oppose the Federal programs. Many representatives resigned from or became inactive on the board, a serious loss to the poverty program in Los Angeles.

The major function of board training in daycare settings is to increase the effectiveness of less experienced parents, while increasing the understanding and sensitivity of other non-parent board members, so that parent concerns are channeled constructively into improving the program. Unless this

happens, the policy board experience is likely to be frustrating and demoralizing, reinforcing the existing stereotypes and encouraging parents to become inactive or hostile to the program. Under such conditions, parent participation, staff morale, and the program itself begin to deteriorate rapidly.

Whitney and Sears (1969) studied the relationship between attitudes and community action in a number of California cities which have experienced riots over the past few years. They suggested that motivation for community action requires not only a desire to improve one's condition, but also a belief in one's ability to bring about significant changes in those conditions, or "personal efficacy." They found that the poor in California are acutely aware of their problems and have a strong desire to improve their condition but largely lack a belief that they have any power to change things through existing channels and programs.

Whitney and Sears also found that the dominant mood of the poor communities in the five cities was one of dissatisfaction and anger; people believed that the quality of their schools was deteriorating and that their children were not getting a good education.

The major implication of this study is that the poor have developed the prerequisites for community action: the recognition of problems and the desire to change conditions which cause them, along with a growing sense of power. It remains

to be seen whether this motivation can be channeled into non-violent, constructive community programs, and whether these people will continue to believe that they are effective in influencing, if not controlling, their own lives.

In order to reach this goal, service on boards and policy committees is not enough. It must be effective service. Parents and community representatives must be able to identify problems and articulate solutions and develop, administer, and evaluate programs to meet community goals.

This means that training is essential for all policy committees and that plans, staff, money, and continued attention must go into the effort. In general, more daycare programs have failed because of problems at the policy board level than for any other reason*.

As indicated earlier, the Dr. Martin Luther King Family Center in Chicago was originally funded by a research institute but has become a model community-controlled, community-serving program. This program is oriented to reaching and serving black families in a nursery school setting. The approach to family involvement is based on seven principles which may well serve as excellent guidelines for daycare planners (Scheinfeld et al., 1969):

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*Hoffman (1970) presented a detailed discussion of some of the psychological variables involved in and approaches to training parents for effective participation on policy boards.

1. Go to the parent rather than expecting the parent to come to the nursery school. The average parent has very little expectation of a rewarding exchange with the school and considerable expectation of awkwardness and discomfort.

2. Discover the parent's own ideas concerning child rearing, and work selectively within that framework rather than superimposing values and beliefs from an outside agent upon the parent.

3. Introduce concrete activities through which patterns of parent-child and sibling interaction can be affected and through which new concepts can be transmitted from worker to family.

4. Work with parent and child together or with older sibling and younger sibling together. Rather than "feeding" the parent the information about child-rearing, the worker should participate directly in parent-child or sibling activities, injecting new ideas, reinforcing both teacher and learner, and serving as a model for both parents and child.

5. Work with as many family members as possible. Work with anyone who will participate, for, in effect, the worker has to help alter aspects of the culture of the entire family.

6. Give positive reinforcement to family members in the same manner as you wish them to reinforce each other. This provides a model for family members to reinforce each other and offers each family member a chance to be viewed as an effective teacher and learner.

7. Work with the network of social relationships that already exist between the family and other families in the community. This will broaden the effect of the program, strengthen preexisting ties, and create a new community of interests and mutual support. Such a strategy is suggested as an alternative to the usual method of attempting to establish new relationships of cooperation, communication and trust among people who are virtual strangers to one another in a community characterized by an unusually high level of suspicion and mistrust. (p. 243)

PARENTS MUST BE ENCOURAGED AND PROVIDED OPPORTUNITIES TO PARTICIPATE IN THE EDUCATION OF THEIR CHILDREN.

Riessman (1962), in his discussion of the culturally deprived child, listed a number of family related factors which contribute to the poor performance of many underprivileged children in school:

1. the lack of an "educational tradition" in the home,
2. inadequate motivation to pursue a long-range educational career,
3. a poor estimate of self,
4. antagonism toward the school and the teacher,
5. poor health and diet, and noisy, disordered home environments where learning is difficult if not impossible. (p. 4)

Parents are responsible not only for the very presence of their children in school but also for strongly influencing the way in which they approach the educational experience. A recent study of English school children of working and middle classes (G. W. Miller, 1970) indicated that factors such as the child's perception of his parents' attitudes toward school and his relationship with his parents determine his own attitudes toward education and achievement.

Directly and indirectly parents communicate their expectations and their attitudes to their children, and these expectations seem to shape the child's expectations and aspirations. A recent study indicated that these expectations

may be the single most important environmental influence on IQ (Garber and Ware, 1970).

Expectancies of parents and teachers help directly and indirectly to shape the self-concept of the child by communicating to him both how they see him and also how to interpret success and failure experiences in school. If they see their child as having little ability, they will attend to his failures and ignore his successes. Epps (1969) presented evidence that the black child's self-concept of his ability, independent of his actual ability, is a major predictor of academic performance.

Not only do parental expectations shape the child's self-image and desire to learn, but the family determines the major portion of the environment which influences the extent to which a child develops the potential he is born with. Older brothers and sisters and parents are the major models that the preschool child learns from, and they are highly motivated to help the young child learn, because of their love and pride in his development and the feelings of self-satisfaction which come from teaching and helping. Far too often, our educational systems in the United States fail to take advantage of these resources. Too often, parental attitudes are allowed to become negative or even hostile, and a valuable resource turns into an obstacle to education.

Because of these factors, it is critically important that parents know what is happening in the daycare program and

feel positively about it. The more involved they are in enjoyable and meaningful roles, the more they will know and understand, and the more positive their feelings are likely to be. There are a number of ways in which the parent can provide support for the child:

1. Simply express good feelings and attitudes regarding the program.
2. Reinforce the child for what he achieves and learns in the program. This reinforcement may be in the form of showing interest in the child and his growing knowledge, praising him or rewarding him with tokens of some value to the child.
3. Provide continuity between activities in the day-care center and the home.

These activities can be unstructured, as when a mother observes that her child is learning about fruit and takes him to the market to choose, buy, and eat some new fruit; or, when the father, knowing that his son is learning about cars and trucks in his preschool program, reads magazines with him, searching for all of the cars and trucks they can find.

There can also be a structured program linking the home and center. The parent is given prepared materials and activities which are designed to accompany the center program. He may attend a special class to learn about these activities and receive take-home materials, or a demonstrator may visit the home on a regularly scheduled basis. The home visitor may teach the mother directly, or demonstrate by working with

the child, serving as a model to the mother, who will follow her example and work with her child during the week.

Continuity between center and home is also increased when the mother participates as an aide, teacher, or volunteer in the daycare center, learning things which will suggest complementary activities at home. She may interact with the child in one of these ways or simply come to the center to observe her child. Perhaps she will see him doing things that she didn't realize he could do or could enjoy. This would change both her expectations for him and the kinds of things she does with him at home. The schedules of the working mothers and the daycare program might be adjusted so that mothers could come to observe during their lunch hours, while children were engaged in learning activities. Special activities could be planned for parents and their children on weekends and in the evening. Video recording can be used to show parents changes that have occurred in their children over time. Even greater continuity exists between the home and center when programs involve the entire family, including brothers, sisters, and grandparents as well as parents.

A home program need not be simultaneous with the program in the daycare center. For instance, a mother might continue to work with her child after he has "graduated" from a Head Start program, to help him maintain acquired skills and learn new skills in preparation for school.

Bronfenbrenner (1968) felt that the most important aspect of family involvement is to involve parents and older children in mutually rewarding interactions with younger children.

> An essential first step in bringing about such changed patterns of interaction is exposure of the parent and other family members to them. This can be done at one of two places--at the center, or in the home. The basic approach is one of demonstration--showing the family the kinds of things that are done at the centers, which also happen to be things that family members can themselves do with the child--e.g., games to play, books to read, pictures to look at and talk about, etc. (p. 24)

Bronfenbrenner emphasized that these activities should be fun for both the parent and the child, with learning being incidental. The activities must not be seen as lessons where the child fears punishment or disapproval if he does not learn something.

Weikart and Lambie (1968) suggested that one reason for the lack of long-term intellectual growth effects from early childhood education projects may be that preschools are attacking the "wrong problem with the wrong person" (p. 2):

> Rather than providing enrichment and training to the disadvantaged child, it might be better to regard his learning deficits as a symptom of some basic child rearing problems and therefore to take ameliorative action by retraining his mother in areas essential for the child's cognitive development. The problem does not seem to be one of providing enrichment opportunities for the child or of giving child welfare information to the mother, but of restructuring the mother-child interaction pattern. (p. 2)

The mother and father might be taught to replace punishment with positive reinforcement to control their child's behavior, thereby increasing their effectiveness and greatly improving the feeling tone between them.

Those preschool programs which have tried to work with mothers as well as children have been particularly successful in increasing and maintaining the achievement of children. J. Miller (1970) studied the long-range results of four different intervention programs. Not only did the children in classrooms with parent involvement continue to retain the original gains after one year following the intervention, but their younger siblings were superior to children in homes where parents were not involved.

Numerous parent education programs have been developed to teach specific child rearing, nutrition, and homemaking skills. Apparently they have had little measurable effect in changing either attitudes or behavior (Brim, 1959; Chilman, in press ; Kraft and Chilman, 1966). Some understanding of why they have been ineffective may be gained if the programs are considered from the parents' point of view. The very existence of a parent education program suggests that the parent is inadequate as a parent in some way, that he is the cause of his children's presumed physical, emotional, or learning problems. Few parent education programs recognize this implicit criticism or attempt to begin by reinforcing parents for what they <u>do</u> know or <u>have</u> achieved.

The manner in which parents are taught is often inappropriate for the social and ethnic identity of the target community. Instead, the situation usually reflects the experience of middle-class, college education professionals. Recent programs which have used indigenous paraprofessionals with whom people can more easily and effectively communicate and establish the kind of relationship necessary for learning seem to be more effective.

Too often we have asked parents, rich and poor, to be passive recipients of educational programs or services, rather than to capitalize on the parents' strength and their desire to do things for themselves. The ghetto mother cares about the welfare of her children just as much as the mother in the suburbs, and on her own has learned to stretch limited resources, to make much less do for many more. There are many exciting ways to involve parents in educational programs with their children, to the benefit of children, parents and the program, ways which take advantage of the natural motivation of parents to help their children in active ways.

Illustrations of Parent Participation in the Educational Program

Experience in many programs indicates that specific programs for parent involvement are necessary; vague expressions about parents being "welcome" result in only minimal participation. Sometimes program planners must take

advantage of specific motivations of parents in attempting to attract them. Nearly all of the mothers in the Baltimore Parent and Child Center work in the center; a common motivation is the belief that they are learning skills which will help them obtain child care jobs and enable them to move out of the ghetto.

There are many ways in which parents or relatives can take active parts in the educational program at a daycare center. These are summarized here briefly and expanded later in the following sections.

1. Parents can advise teachers, informing them about the special needs and abilities of their children and assisting in the selection of relevant curricula. They can also be informed by teachers about the progress of their children.

2. Parents can observe their children during regular program sessions or in special activities. With videotape, parents can observe them at home or at the center during more convenient hours. Observation may make them aware of abilities and characteristics of their children which they had not noticed before. It will also give them a better understanding of what is happening in the educational program and a basis for relating it to their home activities.

3. Parents and children can both participate in the program at the center. The parent or older brother or sister may be taught along with the child, or may take the role of teacher or teacher's aide. On some occassions the entire family, including younger brothers and sisters, might be included.

4. Parents and their children may participate both at the center and in the home.

5. The parent and child may participate only in the home, with a variety of support programs brought to them.

6. Parents may be educated to teach their children, without a program for the children. This approach can also be combined with other means of involving parents in the education of their children.

7. Fathers may participate more readily if specific roles are defined for them.

Being informed and advising daycare staff. Traditional daycare programs make use of a number of techniques for letting parents know what is happening in the center. Informal activities such as teacher conferences, newsletters, and parent meetings are common. Parents are often given a tour of the daycare facilities with brief explanations of the program when they first enroll their children. The Discovery Centers of the Universal Education Corporation in New York send parents standardized report letters on their children each month. The letters give details of the behavioral objectives achieved by the child during the month and give suggestions of ways to reinforce these skills and concepts. Less frequently, the daycare centers inquire about the children. Keister's Demonstration Project in Group Care of Infants project in Greensboro, North Carolina

attempts to discover detailed information about the special habits and needs of the child. This information is put on "cue cards" and kept up to date with parent-teacher conferences and with interaction between parents and teachers each day when they bring and pick up their children. They also keep a Daily Care Sheet with information about eating, new activities, and interesting developments. This information is also shared with parents.

In the Dr. Martin Luther King Family Center's Freedom School, mothers act as consultants to the teachers and help make additions to the curriculum. One benefit of this is the development of individual educational plans which are appropriate to each child's actual stage of development.

Some programs have used 'Children's Learning Fairs to inform parents about educational materials and methods which are used in schools and child development programs but can be used at home as well. Puzzles, games, and books are displayed, with information about how each device helps the child in a specific way. Parents are invited to touch and try, and parents serving as aides assist other parents in exploring the materials.

Two-way communication between center and home is most likely to exist when parents feel that they have a role in making the program go, and when the atmosphere in the center is relaxed and encouraging. There should be opportunities for more formal conferences among staff members, center

administrators, and parents. At these sessions, important information about the child and his experiences past and present can be shared. The center staff and the parent can arrive at and work toward mutually understood and agreed upon goals for the child. They can work out ways in which it will be possible for the parents and staff to be consistent in dealing with the child's behavior. They can also decide on constructive action concerning any problems the child may have, particularly if they have been created by his attendance at the daycare center.

Home visits by staff members, especially teachers, are extremely valuable. Arrangements must be made to provide ample time for these visits and to cover the absence of staff members at the center with other adults, perhaps volunteers. Such visits may increase the staff's understanding about the child's background and needs, as well as the needs of the parents. In particular, it may help the staff member to recognize any special arrangements or services the child or his parents may need in connection with the child's attendance at the center.

Observing the program. Observation can be a first step toward more active involvement in the program, or it can be seen as an active learning experience in itself. People learn a great deal simply by watching others do things, especially when they are also interacting in some kind of activity. Parents can gain self-confidence

by watching other parents or teachers in a classroom. They may learn new ways of controlling their children's behavior by watching how effective the teacher's way of doing it is. They may also learn new kinds of activities to do with their child that they hadn't known about before, or that they hadn't realized their child was ready for yet.

In the Thayer Lindsley Nursery at Robbins Speech and Hearing Clinic at Emerson College in Boston, Massachusetts, a one-way mirror permits parents to observe a tutor working with their children. Parents then have the opportunity to talk about their observations with the tutor, often discussing teaching methods which might be useful to the parent at home.

The use of videotapes may be a good way to stimulate a family's interest in observing a daycare program. Hoffman makes videotapes of the various activities of all the children in some very poor rural families in elementary schools in Tallahassee, Florida. Each family's videotape is then shown on a portable television receiver to the family in its home, with mother and father, older and younger children, grandparents and friends gathered around. The interest and pride generated by these videotapes usually encourage a visit to the school by the parents, where they are welcomed as observers and participants in the clsssrooms. Rocking chairs are conveniently located in each classroom for visiting parents, and they are encouraged to accompany their children on field trips.

There are other ways of utilizing this approach. In the Discovery Program in Hempstead, New York, one of a number of experimental centers in five Northeastern states developed by the Universal Education Corporation, parents observe their children during learning and play sessions over a closed circuit television system, gaining increased understanding of program activities. This technique may increase their motivation to use the take-home materials with their children.

Acting as instructional aides. Parents most frequently participate in programs in daycare centers as regular or temporary staff members (volunteers). Many programs give parents priority in filling these positions. Parents from the Central School in Cambridge, Massachusetts and the Parents Community Cooperative Nursery School in Menlo Park, California frequently accept a teaching role in their programs. All parents in the Oakland Public Schools' Preschool Program are invited to volunteer as instructional aides in the classrooms. They work with individuals and small groups of children using educational materials, encouraging children to taste a variety of foods and to talk about the characteristics of the foods, reading stories to children, assisting teachers with children who are having difficulty adjusting to preschool, setting up and making materials for the classroom, and accompanying the children on excursions.

The Pittsburgh Public Schools employ storytellers who visit their 58 preschools to conduct story hours. Parents

are encouraged to accompany their children on special field-trips with the storyteller to the nearest library for library cards and a supply of books. The storytellers train both the teachers and parents in techniques for reading aloud and for assisting their children to "read" the books themselves after the story has been told. Each mother is encouraged to take books home and to prepare a story to tell to the preschool class, practicing her technique with her own child first.

In activities such as this, parents are made an integral part of the Pittsburgh Preschool Program. A summary of the program is given by Hughes (1968):

> Inaugurated to preserve and continue the work done with children in the preschool, this program helps parents discover and improve their talents. It acquaints them with ways in which they can nurture the learning, growth and development of their children. Weekly parent meetings provide parents with a social opportunity for getting to know other parents and for learning how to sew, knot, paint, make children's toys, gifts, and decorations. Some preschools have made Fridays a family day on which mothers bring their three or four year old who attends school as well as any other younger children they may have. This gives practically the entire family an opportunity to enjoy the preschool activities. . . .(p. 30)

Learning at the center to teach at home. The Prekindergarten Instruction and Demonstration Center was designed to achieve two objectives: (1) to improve perceptual skills of disadvantaged children, and (2) to teach parents how to teach their children. Parents or parent substitutes are required to attend weekly two-hour sessions. They spend the first 45 minutes observing their children's activities

through one-way glass and listening to sound from the children's room over a loudspeaker system. With a teacher and psychologist, they discuss what they observe, the purpose of the activities, and ways in which they can continue these activities at home. During the remaining hour and a quarter, parents move to a work room where they make games, toys, puppets, and other materials. The children spend the entire two hours each week in a series of highly structured activities designed to improve perceptual, visual, auditory, associative, and verbal skills. During the second hour, they have a snack and free play period.

At home parents spend at least five to ten minutes daily working with their children, using materials they have prepared and techniques they have learned during the weekly sessions. The program continues for thirty sessions over nine months.

The Los Angeles Preschool Program is a parent education program which uses the activities of four- and five-year-old children as a demonstration and learning laboratory for the parents. Children cannot attend without the parent. Mothers observe their child's behavior in a well-developed curriculum which includes communication skills, visual training, questioning, reasoning and judgment, memory training, language arts, music and rhythm, consumer education, science, and health and safety. During her one and one half hour observations, each mother records her child's activities,

relationships, and developmental patterns. Suggestions are made and demonstrated for continuing the activities at home. Mothers join with their children during part of the second one and one half hour to practice what they have learned. The mothers also manage a toy and book lending library.

The Ypsilanti Early Education Program for four year olds is a research program designed to test the effectiveness of a parent component on selected aspects of child rearing related to fostering motivation to achieve, a sense of inner control, and cognitive development. The children's half day curriculum includes exercises in operative and figurative aspects of knowledge, inner control, and language patterning. Home visits are made once every two weeks at a time when the child is at home. During these visits, teachers conduct tutorial sessions with each child, involving the mother in the process. The tutorial sessions parallel the child's classroom activity. A catalog spells out clearly many home teaching activities so that they make sense to the mother and can be carried out in the absence of the teacher. In addition, mothers meet weekly for 18 weeks with a social worker to study behavior modification, specific activities to foster the cognitive development of their children, and techniques for the parent to use in helping the child gain a sense of inner control (self-reinforcement).

Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention (Boger, Kuipers,

and Beery, 1969) was another study designed to determine the effects of a home language intervention program in which mothers taught their Head Start children using special materials developed in teacher-directed workshops. Each group of mothers met 2 hours weekly for 12 weeks with their children's teacher to gain understanding of the program, develop materials, and obtain information on how the orientated partnership --teachers and parents -- worked together to attain the goals of each lesson. Head Start Children whose mothers participated in the language training program showed an increase in language skills. Also, the disadvantaged children performed as well as the advantaged children when their mothers worked with them at home.

The Discovery Centers of the Universal Education Corporation continue to involve both parent and child in the center and at home. The child participates in a highly structured educational program for two hours each week, focusing on the development of a wide range of cognitive and social skills. Each parent is encouraged to observe her child on the television monitor during the learning session. Parents are also shown a film or filmstrip explaining the nature of the activities in which the children are involved and the skills which they are learning. They are instructed in the use of take-home materials designed to provide continuity with the educational program in the center. Interaction with staff members is encouraged, and consultations

with a child psychologist are arranged if the parent desires them.

Learning in the home. In most home programs, a visitor or demonstrator interacts with the child and the mother, attempting to either teach the child directly or train the parent to teach the child. These programs have the advantage of being conducted in a setting which is familiar and less threatening to the mother than a center or school. Also, there is a greater chance of involving more family members. In fact, the trained teacher could easily be an older brother or sister who benefits educationally from this role. Individualized instruction is much more practical in this situation than in one where 20 or more parents and children are brought together at a center. The teacher-child ratio is smaller, and in addition to a possible diffusion of the program affects vertically to older and younger children in the same family. There is a possibility of a diffusion of the affects horizontally to neighboring mothers and children.

The Vertical Diffusion Mothers Study (Gilmer, 1969) of the Demonstration and Research Center for Early Education (DARCEE) at George Peabody College for Teachers in Nashville, Tennessee revealed that the mother is the major agent in stimulating cognitive growth within the family. This study, conducted in a housing project with urban, low income blacks, included 3 treatment groups of 20 family-member triads, each consisting of the mother, the preschool-aged target child,

and a younger sibling. In the Maximum Impact group, the mother and child participated in a preschool program. The mother also received training as an educational change agent from a home visitor. In the Home Visitor group, the home visitor worked with the mother and the child using materials similar to those used in the preschool program, but the child did not attend the preschool program. In the Curriculum group, the child participated in a preschool program like that of the Maximum Impact group but the mothers were not involved. A demographically comparable control group was tested but received no treatment. The younger siblings' performance on a DARCEE concept test and on the Stanford-Binet indicated that maximum diffusion of program effects to other family members occurred in those programs which directly involved the mothers.

The Cornell Story Reading Program (Harding and Macklin, 1969) is exploring the effects of systematic story reading on the language development of young disadvantaged children. In the second year of this program, mothers replaced teenaged girls as readers to their young children. Aided by weekly visits from a female college student who brought a new supply of books, each mother read to her child daily, talking to him about the story and pictures and encouraging his verbalization. Toys and objects that illustrated or complemented the stories were also used. The home visitor demonstrated ways to maintain the child's interest and provided encourage-

ment and reinforcement to those mothers who had never before read to their children, or who were uncertain about their own reading ability. Preliminary results have indicated that the children's language became more complex and expressive than that of control group children who did not participate in the reading program. The mothers' attitudes toward reading to their children and the frequency of their reading showed a steady improvement over the year.

Parent/Child Course and Toy Lending Library in Tallahassee, Florida was based on the Parent/Child Course and Toy Library developed at the Far West Laboratory for Educational Research and Development in Berkeley, California. Toys in the library were selected to help the child learn specific skills and concepts: color appropriateness, color identification, shape matching, shape naming, shape identification, letter recognition, numerical concepts, relational concepts, sensory concepts, problem solving, verbal communication, and verbal comprehension. The Florida home visiting program involved children and their mothers from a black, low income, rural population. Toys were demonstrated in the homes in nine one-hour weekly sessions and were then left in the home until the next visit. The home visitor encouraged the mother to use the toy with her child for 20 minutes daily and to discover new ways to use the toy. Also, mothers learned about parental teaching strategies, community services and child oriented activities that could be used at home without

special toys or equipment. Upon completion of the course, the parents were eligible to borrow educational materials from the library at the children's school.

Parents who participated in the program reported satisfaction with the program and a belief that they and their children had benefited. They said that for the first time they had felt competent to teach their own children, having previously left that entirely to the public schools. Many also reported that they now felt it was enjoyable to interact in this way with their children.

In the two months immediately following the last home visit, seven of the nine families in the program continued to borrow toys and educational materials, compared to two of the nine control group families. Comparison of children in the treated group with untreated control children from the same classroom indicated significant improvement in verbal comprehension, color identification, shape naming and identification and in the attainment of relational concepts as a result of this program.

A similar program, the Use of Toys in Expanding Mothers' Child Rearing Attitudes and Skills through a Home Teaching Program (Bowles, 1969), developed as an outreach program of the Dr. Martin Luther King Family Center of Chicago. It is based on the beliefs that total family intervention is necessary for the children's maximum progress; that the mother must be able to effectively negotiate with her own

environment in order to transmit a positive self-image and sense of mastery to the child; and that the mother-child interaction enables the child to establish the pattern for later learning from other adults. The mother of each four year old was encouraged to express what she felt was important for her child to learn so that the school could cooperate with her in attaining this goal. The mothers' ideas were focused on and transmitted into activities with toys which would help develop the specific skill or concept. A worker served as teacher to the child and model to the mother. Mothers were successfully encouraged to use their new teaching knowledge and techniques with toys to help other mothers teach their children. They became very adept at explaining which toys were most useful for teaching different concepts.

Preschool Intervention Through a Home Teaching Project (Weikart and Lambie, 1968) was based on the assumption that the problem of maintaining a long term pattern of intellectual growth may be related to the mother-child interaction pattern, and that rather than providing enrichment and training to the child, it might be more appropriate to take ameliorative action by retraining the mother in areas essential for the child's cognitive development. A 12-week preschool intervention pilot project was conducted to demonstrate the impact of a home teaching program on the intellectual development of four-year-old children, as well as to study the acceptability to mothers of a home teaching project. Certi-

ficated elementary teachers made weekly visits for one and one half hours to each home to tutor the child. They also tried to encourage the development of language, teaching, and child management skills in the mother. Language growth in the children was significant, supporting the value of working with mothers of preschoolers to alter the patterns of mother-child interaction in the home.

Improving parent skills. Parent education programs have been conducted with and without specified learning programs for children. These programs have focused on child rearing information, plans for supporting educational programs in schools and child development centers, and methods of discipline and behavior management for both middle and lower income parents. There is some evidence that, while parent education programs are generally ineffective, intensive programs in these areas have led to increased parent sensitivity to their children and improved management of their children's school related behavior.

The Parent Effectiveness Program was developed for middle-class parents who pay to participate in workshops and seminars. It is designed to teach them about effective disciplinary practices, school readiness, sibling interactions, social-emotional health of the child, adolescent communication and discipline, development of school skills and good peer relationships, and sex education of the child.

Wittes and Radin (1969) invited mothers of children enrolled in Ypsilanti, Michigan preschool programs to discuss practices which help children succeed in school. They assumed that a preschool program which is confined to classroom teaching and home visits has limited impact on preparing the child for school and promoting his learning once he enters the educational institution. Parents were informed of (1) the vital role their child management practices play in their children's school performance, (2) specific skills and attitudes which their children require for school success, and (3) child rearing practices which can foster the development of these skills and attitudes. Three parent handbooks were developed for use by the parents in three six-week courses. The group parent program appeared to develop a sense of mastery and of "professional parenthood." Parents became concerned with their role, providing overwhelming evidence that disadvantaged families do have an intense interest in helping their children to succeed in school.

Project CHILD (Curriculum to Heighten Intelligence and Language Development) has developed a parent project as an adjunct to one of four New York City Project CHILD schools which already had an organized parent group. Project CHILD for four and five year olds places strong emphasis on the language and cognitive areas. The parent project was designed to help parents understand the new curriculum being implemented in the prekindergarten and kindergarten classrooms

that year, to involve parents in developing a curriculum which might be shared with parents and teachers in other schools and communities. Letters (in English and Spanish) were sent to parents inviting them to join the staff in planning the parent program. One two-hour meeting each week was planned for thirteen sessions. After the mothers were in attendance at the first meeting, they were told they would receive $2 per hour for the two-hour weekly sessions. Activities of the parents were primarily goal oriented and product producing. Goals which were defined by parents with staff assistance included:

1. Collection of information which parents might want to know about.

2. Development of understanding about the new pre-kindergarten and kindergarten curriculum, especially its language and mathematics areas.

3. Development of methods for parents to use in teaching their own children at home.

4. Identification of ways parents could help teachers to educate children more effectively in school.

The parents produced a directory of community agencies, a parents' manual for home teaching of children, materials to aid teachers in classroom teaching (such as puppets, puppet dialogues on themes familiar to the children), Spanish language tapes of stories used in the classroom, and a collection of chants familiar to children of the community for use in the school.

Involving fathers in educational programs. Specific efforts must be made to involve fathers in all program activities so that they are not inadvertently excluded. Coleman (1966) and others have studied the effect of father absence on school achievement and found that it was relatively influential in Oriental-American, Mexican-American, Puerto Rican, and American Indian families, but made less of a difference for achievement of black children. Hess and his associates (in press) suggested that father absence may have a cumulative effect on the school performance of black children, where the detrimental effects do not appear until the primary grades. During their early years, children are developing their identity as boys or girls and learning the behaviors which are appropriate for each sex role. In this process they use older boys and girls and men and women as models, so it is critical that men, especially fathers, grandfathers, and uncles, be involved with them.

However, the role of the father in relation to child-rearing varies from subculture to subculture in the United States, and this perceived role should be considered when developing ways to involve fathers in daycare programs. In Mexican-American families the father takes an active decision-making role and would expect to be included in all decisions relating to daycare. In urban ghettos, there is considerable sensitivity and misunderstanding about the role of fathers, especially in black families. The relatively high incidence

of father absence and unemployment has led some social scientists to believe that black families are matriarchal, and this belief has been reinforced by the traditional day-care program which provides opportunities for participation mainly to the mother. Recent investigators (Kagan and Witten, 1970; Mack, 1971) contended that any differences in power observed within black families are due to social class, not race. When Mack observed husbands and wives in situations that revealed who was more influential in decision-making and bargaining, she found that social class differences were far more important than racial differences.

It is also dangerous to make assumptions about the desired roles of middle-class mothers and fathers. One of the factors contributing to the increased demand for daycare is the changing conception about the roles and responsibilities of women. As women seek self-fulfillment outside the home, families struggle to become more egalitarian, and fathers are assuming a larger share of the child-rearing responsibilities. Daycare as an institution should be responsive to these changing roles for mothers and fathers.

In those programs which have involved fathers, their most frequent roles have been in developing or supervising recreational programs; providing transportation for special activities; providing the labor for building maintenance, painting, and heavy cleaning; and in constructing and repairing toys and equipment.

This survey of daycare programs around the United States revealed that while a father frequently serves as chairman of the advisory or policy committee, just as frequently he is the only father on the committee. The majority of fathers are not directly involved in decision making. This is the typical picture, but dramatic exceptions are becoming more frequent.

Fathers at the Dr. Martin Luther King Family Center in Chicago began their involvement by showing Sunday afternoon cartoons, planning a Free Fun Fair for all the children of their community and giving a pre-Mother's Day party for all the mothers and children in the Freedom School. They succeeded in getting a $1000 grant which helped to support a summer recreation program for their children, including three Little League softball teams. To assure continued support for the program, they obtained a franchise to sponsor a Tastee Freeze ice cream truck in the community. Some of the receipts were paid to community member employees, but a profit of $124.00 was added to the treasury. The fathers' group is still in action, sponsoring activities for small children, and at the same time focusing more on action programs in the community. Since the Dr. Martin Luther King Family Center is particularly concerned with evaluating the impact of fathers and other male figures on the children, this is one of the basic questions their research program seeks to answer.

Project Minerva, being developed at Florida State University, is designed to accompany programs which emphasize total family development. Minerva is concerned with the education of disadvantaged adult men in activities and contexts which are meaningful and personally rewarding, such as being trained on the job, serving on policy boards, and teaching their children. Beyond delivering basic education the program is designed to build skills, competence, self-esteem, and self-confidence. During the project, fathers will be employed as science technician trainees in animal laboratories, chemical laboratories, and computing centers. These are high status occupations with no built-in career-ladder ceilings. The men will literally be able to progress as far as their abilities and motivation take them.

One of the most interesting and innovative elements of the project is a Father-Child Science Program, designed by Darrell Phillips. This is an attempt to simultaneously provide basic science education to both the fathers and their young children, while they are engaged in a series of structured explorations of simple science materials, with the father in the role of guide to his child. A science training consultant will make weekly visits to the home and demonstrate the use of materials to the father, who in turn will repeat the demonstration with his child twice weekly.

Phillips has found that even advanced college students lack basic science concepts or have erroneous versions of

them. For example, they have poor understanding of concepts of number relationships, area-perimeter relationships, surface-area and volume relationships, density, weight, and so on. It is assumed that the disadvantaged fathers in the program are also weak in basic science concepts, and any improvements in this knowledge will directly improve their performance in their science-related jobs.

The use of a science curriculum is appropriate to the father's masculine role; fathers are expected to teach scientific or mechanical concepts to their children, and this program merely facilitates this natural role. The father's weekly interactions with the science training consultant will provide a mechanism for reinforcing positive feelings about himself and his interactions with his child. They will also provide an opportunity for active verbal interaction with a successful science technician several steps ahead of the father who can serve as a living model for him. This relationship may develop the father's own identity as a science technician which will help him survive his training program. Although this project is still in the developmental state, it illustrates the kind of creative approach which can be taken to involve fathers in the education of their children.

The Omaha, Nebraska Parent and Child Center is working to improve the image of the male and emphasizes his leadership role in the family. The director points out that some of the difficulty in attracting and involving men in the

program is due to a lack of encouragement from their wives. A program specialist is developing activities in which fathers have expressed some interest, as part of an effort to make the center a place where men can feel at home. The program specialist also makes referrals to work-training programs and jobs. Because many of the families are fatherless, other male figures, friends, uncles, and grandfathers, are encouraged to participate.

The Parent and Child Center in Barton, Vermont also felt that it had failed to involve fathers to the same extent as mothers and children during the first two years of its program. In order to reestablish the fathers' needs as a central concern of the program, they hired a Social Service Coordinator to spend a substantial portion of his time counseling and directly assisting fathers. A Social Service Aide, also a man, was hired to focus on the social service problems of the family, working through the father wherever possible. A Social Service Trainee, with training in leadership, is beginning to organize a father's group. Leadership training will be provided to all fathers, and the intent is to promote cooperation among the fathers to solve common problems.

Specific workshops will be held for small groups of fathers, dealing with such topics as:

1. organizing for community change,
2. what a voter needs to know,
3. the importance of every citizen participating,

4. how the state government works, and

5. consumer action-pooling resources to make capital work for you.

Tuck (1969) offered a program for helping black fathers relate to their children in ways that enhance their social and academic competence. He argued for an indirect approach rather than a direct approach, taking advantage of existing strengths and motivations of the black father. His model is probably sound for fathers in any community (pp. 2-3):

> 1. Strive to establish a "trust working relationship" with a few fathers. A "trust working relationship," as defined here, permits a father to keep those defenses which are necessary for him to maintain his masculine role as he defines it. . .
>
> 2. Actively engage these fathers in recruiting other fathers. This responsibility will not only give the fathers a sense of their own worth but will also make them more sensitive to the problems within the community and will prompt them to think about resolutions.
>
> 3. Try to relate the proposed father-child activities to some type of outdoors activity, in contrast to those concerned with the day-to-day operations of the family. It is felt that this kind of approach will allow fathers to explore areas of competence that they define as masculine, and which are normally found outside the home. . .
>
> 4. The group should be exclusively male, although many of its concerns will be about the welfare of children and wives. This permits the fathers to flounder in their attempts to perform new functions without being exposed to the critical eyes of their wives.
>
> 5. The group should plan special activities for their children. This will enable the fathers to become engaged with their children in enjoyable exchanges which stand in contrast to the usual concerns of feeding, protecting, and disciplining.

6. Encourage the fathers to design and carry out activities for their wives. . .

7. Design, with the fathers, projects for the children which require the assistance of wives. This will show both parents that a combined effort sometimes enables them to produce programs for the children which are superior to anything they can achieve in their separate groups.

Grandfathers can also make a significant contribution, because often they have both time and skills to offer. Two retired carpenters in their seventies provided the know-how in assisting rural families to add rooms and make repairs on their homes in northern Florida. They were assisted by children, ranging in age from two to eighteen; the older ones measured and sawed and hammered while the younger ones sorted nails, collected scraps and stacked them according to size, and carried tools. All had the feeling that they were useful and important.

A grandfather's contributions do not have to involve such strenuous activity to be golden. An older man, in a rocking chair, spinning yarns and telling about his life's experiences, can enrich a young child's life in ways that expensive equipment and sophisticated educational programs can never touch.

PARENTS MUST HAVE OPPORTUNITIES FOR THEIR OWN SELF-DEVELOPMENT, EMPLOYMENT AND VOLUNTEER SERVICE, AND CONTACT WITH OTHER PARENTS.

The daycare center has many opportunities to develop programs which focus on the needs of the parent, as well as the needs of the child. It is both appropriate and necessary that some resources are devoted to these activities, because the

welfare of parents and children are interrelated. Lanning and May (1966) expressed the concern that the poor are "caught up in someone else's reality and carried along." Without provision for the special needs of parents, daycare is likely to be yet another example of "someone else's reality."

Discussion and Illustrations of Activities Directed Toward the Parent

In addition to parent education which focuses on the improving of skills as a parent, there are possibilities for many other kinds of education or self-development, including activities which lead to new skills and increased self-confidence. Parent groups should be encouraged to select activities which lead to personal fulfillment, as well as those which may lead to employment. Some of the resources of the program should be allotted to this purpose.

Some parents, especially single mothers, have special needs. They must cope with the responsibility of playing the role of both mother and father. They need contact with other mothers in the same situation, with whom they can share concerns, be mutually supportive, and work out problems.

Parents who aren't working on a regular basis may want to assist with the regular or special activities in the center. They should be encouraged and helped to do so. They should be invited to attend staff training sessions so that they can work as "temporary staff" substituting as aides or teachers in emergencies or to free the regular staff to make home visits.

Some parents may wish to become regular staff members in daycare centers. Priority for employment at the center where their children are enrolled should be given to them. Daycare centers should offer in-service training programs that make it possible for employed mothers to take on successively more complex and demanding assignments. Employing parents in low-level positions, without creating training and career development opportunities to allow fulfillment or rising expectations, is a disservice to the parent.

Self-Development. Mothers in the Community Cooperative Nursery School in Menlo Park, California are enrolled in community college courses in child development and home economics. They are currently planning a workshop on nutrition to be given by a representative of the Northern California Dairy Council. The mothers will be taught how to purchase economical and wholesome food and how to prepare milk products.

The Central School in Cambridge, Massachusetts holds Thursday night "drop in" workshops for Boston area teachers and parents. Together they explore such topics as "Children and Art," "Nature in a Vacant Lot," and "Math in Your Environment." Some of these activities carry over into the classroom during the day.

Head Start programs around the United States have developed a wide variety of opportunities in education for adults. Albany-Cohoes provides instruction in knitting, sewing, cooking with

surplus foods, shopping, budget and finance, interior decorating, cosmetology, hairstyling, plant care in the home, first aid, physical fitness, basic typing, filing, and volunteer and leadership training. Charleston, South Carolina Head Start provides classes in nutrition and consumer education. Oklahoma City, Oklahoma provides basic adult education classes. In Tuskegee, Alabama, Head Start parents learn about art work, as well as sewing and cooking. Parents in Napa, California have workshops in community awareness, focusing on available community services, and classes in English and Spanish.

In the Urban School of Pennsylvania Pre-School and Primary Education Project, the parent education program was developed and run by the parents themselves, with the school staff available for assistance, but not filling the leadership role. The parent program included classes in cooking, sewing, and art. Parents took field trips together and assisted in children's field trips.

Mothers of preschool children at the Dr. Martin Luther King Family Center focus their self-development efforts on their identity as black women, in activities such as jewelry making, figure control, hat making, and cooking.

Employment and volunteer service. Daycare programs must take advantage of every opportunity to use the talents of parents, to give them the opportunity to serve as staff and temporary staff, increasing their skills and advancing in job level. Many Head Start and daycare programs provide career

ladders for personnel, beginning as clerical aides, providing them with time off for education and training, providing continuous in-service training, and rewarding them with pay increases and promotions as they increase in ability and experience. Career Opportunities Programs, under the Education Professions Development Act, are widely utilized to provide professional training in early childhood education.

The Mother-Home Visitor Project I (Barbrack and Horton, 1970a) of the Demonstration and Research Center for Early Education (DARCEE) trained parents as paraprofessional home vititors. In a follow-up study, (Barbrack and Horton, 1970b) the effectiveness of professionally trained teachers, paraprofessional home visitors trained and supervised by professional teachers, and paraprofessional home visitors supervised by experienced paraprofessionals was compared. The results suggest tentatively that the use of paraprofessionals as home visitors is more effective than using professionally trained teachers.

It is useful to invite interested parents and teen-age children to attend staff training sessions. This provides a good supply of trained and committed "temporary staff" to substitute when teachers and aides are ill or to free teachers for home visits.

Parents around the country fill the entire range of staff positions as paid personnel and volunteers: bus drivers, custodians, cooks and kitchen helpers, teachers and teachers

aides, parent coordinators, family aides, and secretaries. Many programs give parents priority in filling these positions. It is important to recognize the obligation to provide training and support for development, growth, and advancement to parents once employed in the program.

Teenagers provide extensive contributions as volunteers and staff members of preschool daycare programs. In Midland, Texas, Boy Scouts have built equipment for the Head Start programs. In Tuskegee, Alabama, older brothers and sisters have made sheets for the Head Start cots, mended and altered clothing for the children, assisted the cooks in preparing meals, and assisted teachers in directing the children in active games.

The Central Harlem Association of Montessori Parents requires its parents to participate as volunteers in fund raising ventures, including street bazaars and dinners, and in general clean-up of the facilities. They also assist on field trips and build special equipment for the classrooms. The program also serves as a Montessori training program, providing a one-year internship leading to a diploma for those parents with college degrees and a Certificate of Competency for those with high school educations.

Martin McKinnon, a high school student in Brookline, Massachusetts, initiated a Teens for Tots program for white, black and Chinese children, three to seven years old, in three housing projects in Brookline. Two buses and a location

for the project were provided by the housing authority. In this program, the younger children, do "what they want" and the teenagers assist.

Another "Teens for Tots" program in Houston, Texas is in the planning stages. Its rationale is the belief that teenagers working with young children can learn how to become good parents. There will be a course set up in the high school, and the teens will work in two community centers.

In Chicago, in a program designed by Dr. Lorraine Sullivan, high school students in tenth and eleventh grades, most of whom have younger siblings, will conduct a program for mothers of infants, encouraging positive attitudes toward children and giving the mothers ideas about how they can teach their children with simple materials. The program aims to improve the attitudes and skills of the high school students in child development, as well as to aid the mothers.

A teenager who has experienced personal problems is currently helping in the Community Cooperative Nursery School in Menlo Park, California. They feel that her experiences of being useful will aid her in gaining a better self-image and solve some of her personal problems. Last summer, four teenagers were paid for participating in the nursery school as aides and were instructed in child education.

Recreational contact with other parents. One of the most important things a daycare program does for parents is to provide them with an opportunity to meet and share experiences

with other parents, building a relationship on the mutual concern they have for the welfare of their children. While the need for contact is perhaps greatest among single mothers and fathers, all parents from all backgrounds enjoy this aspect of their daycare experience.

Parents from the Community Cooperative Nursery School in Menlo Park, California visit parents from the Ravenswood Cooperative, their sister nursery school, to discuss mutual problems. The morale of these parents can be measured by the number of birthday parties and showers they have held for each other.

Parents in Follow Through in Duluth, Minnesota, participate together in weekly activities such as Mothers' Chorus, a knitting and sewing group, and a volleyball activity group. They also go on field trips together, have potluck dinners and breakfasts, operate a clothing exchange, publish a newsletter (with a father as editor), and attend coffee parties with speakers and discussion. At the end of the school year the parents demonstrate their creative works in a hobby and style show.

The Parent Coordinator and parents at the Central School, in Cambridge, Massachusetts have worked together on breakfasts, potluck suppers in each other's homes, rummage sales, weekend trips to Vermont, and a community free store. They even installed a laundromat at the school to encourage people to stay around and make the school more than just a center for their children.

IMPLICATIONS FOR LOCAL PLANNERS AND DEVELOPERS

Throughout this paper, considerations have been discussed or implied separately which, when drawn together, have important implications for planners and developers of daycare programs at the local level. They may serve as guidelines for successful involvement of parents in daycare programs.

1. A daycare program without strong parent involvement cannot adequately meet the needs of the child. Parent programs need sufficient program resources to succeed. A commitment to parent participation without the provision of these resources is hollow and meaningless. At the earliest possible stages of a program, plans must be made to provide and train staff and to provide money, equipment, and space for parent activities. It is also critically important that the program be structured in a way that enables it to be responsive to the needs of parents.

2. One staff member must be given primary responsibility for the active involvement of parents in all stages of each aspect of the program. This person may be the director, a teacher, a parent coordinator, a family aide, a community worker or a social services worker. Regardless of who plays this role, he must see himself clearly as the person primarily responsible for involving mothers and fathers in decision-making and educational roles and in self-development activities. Inasmuch as this will require working at night, on week-ends and on an irregular schedule, and because the activities are

time-consuming, it would be better if the parent coordinator had no other program responsibilities.

3. Unless there is a great deal of consideration for parent decisions at the policy-making level of a program, experience has shown that even the most committed and talented parent coordinator will experience continuing difficulty in keeping his credibility among the parents. Without policy decisions that make resources available to the parent program and without a board atmosphere which is responsive to developing and changing parent interests and needs, the coordinator will spend a great deal of time generating support among the parents for ideas that are never implemented. He will also be faced with the demoralizing task of explaining to parents what happened to their suggestions.

One solution for this is to insure that one of the primary committees of the policy board focuses on parent participation. The chairman of this committee would have the responsibility for representing parent and family interests in all discussions and decisions of the board. He and his committee would assist the parent coordinator and other staff members in developing and sustaining parent activities. This committee, while including parents, would not speak <u>for</u> the parents, but rather would guarantee that parent participation program elements would get their full share of board attention and support.

4. Every staff member, board member, and volunteer should clearly understand the program's philosophy and commitment to parent involvement, and he should understand what his role is to further these aims. Sometimes this will mean home visits by a variety of staff members at different times, where they can introduce themselves and explain what they do in the program. It can also mean each person's analyzing his own job to find ways to share these responsibilities and activities with parents. For instance, the cook may call on parents to help plan the menus, to prepare regular meals, special dinners and picnics, and to work with the parent coordinator in developing nutrition classes and in organizing cooking and homemaking classes.

Board members and staff members will come forward with more ideas and suggestions than can be used when they fully understand the importance of involving the entire family in daycare. In the less successful programs, probably the great majority, there is little parent participation and a great deal of confusion about exactly what parent participation is and who is responsible for parent activities. In contrast, in the more successful programs, staff members seem to compete for the parents' time by offering a variety of attractive things for them to do.

5. When parents serve on policy boards and committees, or are involved as paid or volunteer staff, they must be adequately trained. To give them responsibility without helping them to develop the necessary skills and knowledge to

do a good job is self-defeating. Parent interest and involvement will be self-sustaining when the quality of involvement is rewarding.

In designing training activities for parents, one should consider offering them different levels of training. General orientation in child development and early childhood education will help all parents, not only those who plan to become aides or teachers. It will enable many parents to consider seriously whether they desire more active roles and to feel more confident about their ability to fill those roles. Many programs have used future employment as an incentive to attract parents into educational programs.

The demand for teacher aides and teachers in daycare and other educational settings will continue to grow for some time, so it is reasonable to encourage parents to expect employment following training. During the training period, the director and board members should help parents locate jobs, and they can also help develop jobs by convincing the school system and other programs to employ their trained parents. Parents should not be led or allowed to assume that they will be hired in a specific job within their program or somewhere else if this is not true. Instead, they should be encouraged to expect that their employability will be improved, that their chances are good, and that the program will actively help them find jobs and give them preference when jobs open up in their own program.

6. Outside volunteers, experts, and specialists should be used with care. It is natural to take advantage of interested and committed community people who volunteer their services as teacher aides, tutors, or specialists. This is to be encouraged only <u>after</u> attempting first to use parents, even though this may involve extra work to find interested parents with adequate time and appropriate skills. As the staff and parents come to know each other better and understand the needs of the program, this process will become easier.

Too often, when a need arises, non-parent volunteers respond to such an extent that they tend to be perceived as taking over. Although this is sometimes an exaggeration, it is true that once the need has passed, it is difficult to say, "Thank you, but we don't need your help anymore." The problem of phasing volunteers into and out of a program can be handled more successfully when they are used <u>primarily</u> to involve parents and facilitate innovations. Volunteer college students could babysit at home while the parents accompany and help supervise their children on a field trip.

Volunteers can be used effectively to help train parents. If a survey is needed for the recruitment of new program participants, a volunteer with skills and experience could work with a group of parents, teaching them the appropriate procedures. The next time a survey is needed, the volunteer should take an advisory role if any at all. In all cases, it is important for the volunteer or consultant to recognize that

his primary job is to train parents and that he has been successful and made an important contribution to the program when parents are able to continue without his help.

7. The emphasis throughout this paper has been on parents, but older brothers and sisters and close relatives of the family can also play most of the roles that parents can.

8. The initial interest of parents in an attractive program is usually high. It derives from their concern for the welfare of their children and a need to feel secure about this particular program, as well as the wish to participate in planning the program which will help to shape their children. Parents are universally concerned with their children's cognitive, social, and emotional growth, and are interested in learning how they can stimulate this development. Soon after entering a program, the possibility of employment, or training for future employment, may be attractive and provide an incentive to be active in the program. But while these incentives may motivate initial interest, continuing participation will be sustained only when parents are rewarded by their experiences in the program.

These rewards may come from enjoyable interactions with their children while learning about them and how to teach them. Rewards may also come from the growing sense of accomplishment and self-worth derived from seeing one's ideas and efforts turned into programs and activities. Feeling liked,

valued, and accepted by other parents and staff is also a rewarding experience. It must be remembered that one of the motivations of families to place their children in daycare is the search by the mother for self-actualization and personal growth beyond the home. This implies that activities which may provide satisfying growth and learning experiences may no longer satisfy the needs of parents after a while. Day-care programs must therefore continually provide new activities in response to the changing needs of parents.

9. Once parents become actively involved in a daycare program, acquiring new skills, attitudes, and self-perceptions in the process, they are not likely to remain passive in their communities, or in relation to the public schools as their children reach school age. They are more likely to expect to continue in an active decision-making role and will relate to administrators, teachers and other parents in ways which will reflect this attitude. If the representatives of the public schools and other agencies are not prepared for this interest, they may see it as criticism and become threatened and defen-sive.

Therefore, a program which has achieved active parent involvement should begin to consider its role as an institution within the community, and to communicate its philosphy and methods to the community. The daycare setting can serve as a place where kindergarten and first grade teachers can meet with parents to begin to establish mutual understanding

and plan ways for parents to continue to be involved with their children as they leave the daycare setting.

10. Research on parent involvement has been involved largely with evaluating parent-child or parent education programs or components of larger programs. Most of these evaluations have been descriptive or anecdotal, and where instruments have been used, they have often been non-standardized and not comparable to those used in other programs. Much of the research has focused on cognitive changes in children, and some effort has been made to assess changes in parent attitudes toward their children and toward education as a result of participation in parent-child education programs.

It is nearly impossible to make definitive conclusions about the specific aspects of parent participation which have been discussed in this paper on the basis of existing research. Many of the studies which have been conducted utilized a pre- and posttest design, without long-term follow-ups. Another problem is that much of the research on parents and children has used vague definitions of concepts such as maternal warmth and there have been few controls for the effects of sex, social class, culture, or race. Since much of the research has used white, middle-class families, it is difficult to generalize to other populations.

In spite of these limitations, it seems clear that programs which use parents as teachers result in considerable gains in cognitive skills and achievement of children, and in

increased competence, self-confidence and esteem of parents. We know very little about non-cognitive factors, particularly the motivational and affective variables, which may play a major role in determining actual utilization of cognitive skills.

Often the decision to evaluate a program, to measure its effects on either parents or children, is not made until after the program is underway, precluding the possibility of either a matched control group, pretesting, or even the allocation of sufficient resources to conduct extensive research. Inasmuch as this research is needed for both policy decisions and planning for daycare and for an understanding of the factors which are contributing to the general findings, research on this aspect of daycare should be given priority.

The implications for an individual program are:

1. All special parent activities and parent involvement in all aspects of the program should be carefully described and evaluated.

2. The emphasis in these evaluations should be on the identification of positive characteristics and aspects of the parent-child interaction which contribute to cognitive, social and emotional development of the child, and to the development of increased competence, self-esteem, motivation and positive attitudes in the parent.

3. Particular attention should be given to identifying and understanding factors which are unique to the population being served by the daycare program.

4. Research plans should be made early in the planning stages of program development. This will allow for a research design which includes the selection of appropriate control groups and pretesting of parents as well as children.

5. Parents should participate in this planning process. They can help to determine whether the assessment of parent attitudes, expectations, skills, and behavior is justified and whether this assessment can be accepted within the community without alienating the parents. Parents can also help identify aspects of the program which should be studied.

6. Sufficient research staff and funding should be made available to carry out the research plans. All members of the staff should participate to some extent in the entire research process, both because of its educational value to them and also because of the contributions they can make to the research.

7. Research and evaluation can be done by consultants or organizations from outside of the program, but they must be completely familiar with the community and the program, and be able to communicate effectively with parents and staff. Faculty and graduate students from local universities in departments such as psychology, child development, education or sociology, or psychologists with the public schools and other agencies can assist with or assume primary responsibility for the research. In addition to program evaluation, they may be able to conduct research in the daycare setting

which will lead to a fuller understanding of the dynamics of parent involvement and its effects on changes in parents and children. All research plans should be discussed with and approved by the policy board, which should continue to monitor the research. This will insure that research will not be carried out at the expense of the program. Whether outside consultants conduct all or part of the research they should agree to focus on questions of importance to the program and to report results to the policy board in such a way that they are useful for improving the program.

Some critics say that parent participation has been tried and it has failed. The truth seems to be that while there are many bright and exciting exceptions, it has not yet been tried on a wide scale. The involvement of most parents has been limited in the past to providing transportation to and from the daycare center. Most efforts to share planning and decision-making with parents have only been token efforts, which the parents have eventually realized and rejected. The majority of programs, even Federally sponsored programs which require parent participation, have no staff specifically concerned with parents, have provided no activities or programs, and have not made the resources available for parents to develop their own plans.

Although numerically in the minority, those programs which have made a real commitment to the concept of parent participation have succeeded. A few exemplary programs, some of which

are described in detail in the next section, have been spectacularly successful. Hopefully they will be widely studied and imitated, providing the incentive for the mass of daycare to try to work with parents to strengthen and complement the family, rather than to replace it.

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INTRODUCTION

The programs summarized here have been selected because, as a whole, they exemplify the principles for effective parent participation and involvement which have been discussed in this paper. The information contained in the program descriptions is based on (1) published and unpublished articles, papers, pamphlets, and program descriptions distributed or published by people associated with the programs; (2) responses to a 12-page questionnaire (Appendix B) distributed to over seven hundred programs in the United States and abroad and completed by the director unless otherwise indicated; (3) personal site visits and interviews with program directors by the authors; (4) newspaper reports and magazine articles; and (5) personal corresponders with program directors.

References have been provided where available. Additional programs are abstracted in Appendix C, program addresses are given in Appendix D.

Extensive use has been made of quotes and paraphrased statements in order to preserve the accuracy and flavor intended by authors and program directors. Correspondence regarding any inaccuracies, omissions, revisions, or additions would be appreciated by David Hoffman, Department of Psychology, Florida State University, Tallahassee, Florida, 32306.

COMMUNITY CONTROLLED PROGRAMS

CENTRAL HARLEM ASSOCIATION OF MONTESSORI PARENTS, INC. (CHAMP)
New York, New York

Orientation. CHAMP, Inc. is a parent cooperative formed in October, 1967 to seek funds for the continuance of the Central Harlem Montessori School and its integrated preschool program. There is no charge for poverty-level families. There is a tuition charge for others. There is a 10 percent middle class enrollment.

Population. Approximately 100 families are involved in CHAMP, with 126 children, ages three to school age. Of the 126 children, 106 are from Central Harlem (between 110th and 155th Streets). Sixty of the Harlem children have scholarships to five Montessori schools elsewhere in the city. The other 46 Harlem children attend the Central Harlem Montessori School with 20 white children who are bussed into Harlem from other parts of the city. The parents of all of these children form CHAMP. The program is administered by the Board of Directors and parents are selected by and answerable to the whole group of parents.
Integration is achieved by cross-bussing in order to improve the achievement levels, feelings of control, and attitudes of the ghetto children, as discussed in the Coleman (1966) report. The joint involvement of teachers, parents, and community in the educational process is believed to give a firm foundation for a continued pattern of support and encouragement as the child moves into the elementary grades.

Curriculum. The program objectives for the children are (1) to teach basic skills and techniques of math, language, and science, develop self care and awareness, and (2) to develop the ability to relate positively within their environment and with children of other colors, races and varied socioeconomic levels. Objectives for parents are (1) to broaden employment opportunities and aspirations with the training program, and (2) to encourage their active involvement in the education of their children and in the community. With the growth in the parents' awareness of their children's basic educational needs, the program hopes to further improve the children's learning potential. The curriculum for children in the Central Harlem Montessori School is the Montessori primary curriculum, with the additions of Spanish language and modern dancing.

Method. During the September-May period, the Central Harlem Montessori School has two classrooms plus other shared rooms in the local community center. Group meetings are held in a

church. During the summer, the school must move to other locations, such as rooms in a public school. It is the hope of CHAMP that they might be able to have their own building in the future.

Staff and qualifications. The staff includes:

Director - college educated, a parent
Educational Director (parttime) educated in ECE, Montessori certification

Secretary
4 Teachers - Montessori certification (2 are parents)
4 Assistant Teachers - experienced, some college, some Montessori training
4 Classroom Aides - parents or community members; in the summer, these positions are filled by Neighborhood Youth Corps workers

Social Worker
Family worker (assistant to social worker) a parent
Custodian
Guard

Parent Involvement. Parents are involved on many levels, including the staff. All parents are members of the general body of CHAMP which meets once a month. The general meeting elects the members of the Board of Directors, with one director for every ten CHAMP children in a school. The parents also form the ten standing committees. There is often a program at the general meetings to instruct the parents in activities they can do with their children in the home, to show films, etc. All decisions of the Board of Directors are subject to approval by the general body. Besides involvement of some parents on the Board or on committees, all parents are required to participate by assisting in the fund-raising ventures (street bazaars, dinners, etc.), by helping in the clean-up of the classrooms, by attending various community meetings to represent CHAMP and report back to them, by making special equipment for the classes, etc. There are also special projects for the parents. Project Read-In with the University of Toronto taught speed reading to interested parents, who in turn conducted remedial reading classes for older brothers and sisters of the preschool children. Project CHAMP, recently begun, is a Montessori training program for teachers and parents and other interested community members.
The one year training program, including supervised internship, will result in a Montessori diploma for those with a college education, and in a Certificate of Competency for those with high school education. These certifications will qualify them to teach or assist in Montessori schools. The training program also entitles its graduates to undergraduate or graduate credits with the Malcolm-King Harlem Extension College.
There is a follow-up of children into elementary school, with conferences with teachers.

THE CENTRAL SCHOOL
Cambridge, Massachusetts
Alison S. Pershouse, Director

Orientation. The Central School which opened in September, 1968 demonstrates three premises:

1. It is possible and desirable to teach children from very different social and ethnic backgrounds.
2. It is possible for parents from widely differing parts of society to work cooperatively with the school's staff to improve their children's present and future schooling. Parents and staff work together, doing such things as hiring staff, teaching, visiting other schools, to gain tools with which to decide how they want their children educated. Parents will then enter the public schools with the support of a highly effective group of rich, poor, black, white, professional and community parents to work for positive changes in the system.
3. A school does not have to be a competing alternative to the public schools but can be a supporting institution where parents, teachers and administrators in the district can share ideas.

The open-structured classroom at Central School meets the very different needs and abilities of the children. The children are free to interact with each other, with teachers, who serve as facilitators, and with their classroom environment.

Population. There are 32 children, ages three to six, from 30 families. Ethnic groups include white (50%), black (40%), oriental (10%). Half of the families are low income and the other half are middle income.

Method. The idea for The Central School was developed by the present Director. She wrote the proposal which was funded. Parents were then drawn to the school by the goals expressed on paper. The Policy Board of Central School is made up of eight parents and four non-parents. All major decisions are subject to the approval of the total parent body. An Advisory Committee is composed of community members who have special skills they contribute as a resource. Staff include the Director, the Parent Coordinator, who helps parents on problems in and out of school, plans parent activities, coordinates and encourages communication among parents; and three teachers. Future plans call for the addition of an Education Consultant, who will carry out the evaluation and assist in planning the parent education program.

Paren* Involvement. Forty percent of the budget is allocated to parent activity. Tuition ranges from $0 to $600. The parents decide what they can afford. Welfare pays the tuition for about one-third of the families. The parent body of the school is now a cohesive group. Parents are taking an extraordinarily active part in the operation of the school. They elect and comprise a 3/4 majority of the board, hire teachers, buy equipment, assist in class, and have designed and remodeled the school's physical plant (an old church building). Major policy decisions go to the parent body for a vote, and all board meetings are open to all members of the school. There is an informal parent-teacher room with comfortable couches, a playpen and coffee, where parents with completely different life-styles can relax. Parents and the parent coordinator plan and carry out such projects as breakfasts, potluck suppers, rummage sales, weekend trips to Vermont, and a community free-store. The parents have also had a laundromat installed in the school to encourage people to stay around and make the school far more than just a center for children.
Open communication between staff and parents and between parents are important goals of the program. With the range of backgrounds, there has been a problem of the middle class parents dominating discussions. The parent-coordinator is presently sounding out all parents on how to best handle this. Most parents participate in parent help in the classroom one day each month, sharing their special interests and skills with the children.

Community Involvement. Central School has become a creative force for many elements of the community. The classroom is made available in the afternoons to public school teachers, who bring their classes for learning in an open-structured classroom. The classroom is also shared with two public school programs for disturbed children and for children needing remedial programs. Drop-in workshops are held every Thursday night for teachers and parents from the Boston area. Some of the evening workshops have been followed up by afternoon parent-teacher-child workshops to explore with children what the adults explored the week before. A loan resource center for teachers is being established. Parents and staff consult with other groups about the working of the school. Central School is concerned with widening efforts for community involvement in education and works with many organizations towards these goals. They also have contact with the Cambridge Follow Through Program, jointly trying to facilitate communication between parents and teachers. Central School parents are part of the beginnings of an active parent group at the Public Community School next door.
A program to follow and support Central School parents and children attending elementary schools was established in 1970. Many of the schools these children will be entering are charac-

terized by (1) a very high drop-out rate; (2) very weak or no PTA associations; (3) almost no parent-teacher communication; (4) parents having no voice in the school's administration and often fatalistically accepting their passive role as a necessary part of the system; (5) punishment as the only method used to establish control over the student.

Central School staff will follow the children to these schools, making contact with teachers, observing former Central School pupils, arranging conferences with teachers and parents, inviting teachers to visit the Central School's facilities. Central School teachers will contact public school teachers for conferences about the children. A parent committee of past and present parents will also observe in the public schools and help solve problems the children might have. Public school teachers will be invited to speak at parent meetings at Central School. Alumnae parents will be encouraged to continue communicating with other parents and staff at Central School. There may be an after-school program once a week for graduates and public school teachers will be encouraged to bring their classes to the Central School classroom in the afternoons. This follow-up program will try to encourage interaction between parents and teachers, as part of the goal to demonstrate that the education of a child can best be accomplished by interaction of all those who are and have been concerned with the child's welfare.

Evaluation. A thorough, descriptive evaluation of all aspects of the program is being conducted by the school and some students and professors at the Harvard School of Education.

Reference.

Central School. Proposed Plans for 1970-71, Cambridge, Massachusetts, 1970.

DR. MARTIN LUTHER KING FAMILY CENTER: OVERVIEW OF PROGRAMS
Chicago, Illinois

THE HENRY HORNER PRESCHOOL CENTER

Program For Four Year Olds. This program was funded and administered by the Institute for Juvenile Research. 70 four year olds participated for one-half day, four days per week. The program was primarily concerned with disadvantaged children's learning problems. A full-time parent coordinator acted as a liaison between the preschool and the parents who were felt to be necessary to the program. The parents and the preschool interacted in frequent home visits which also occurred when specific problems arose, regular parent meetings, specific parent programs chosen by the parents, school visits, parties by and for both parents and children.

The Center changed its name and became the Dr. Martin Luther King Family Center.

DR. MARTIN LUTHER KING FAMILY CENTER

This Center is community funded and administered.

Program for Four-Year-Olds - A Pilot Study-- Six black preschoolers and their families participated in this home program in which the parents learned from an indigenous family worker how to teach their children. The program attempted to give the parents a positive self-image and a sense of mastery which would be transmitted to the children who could then benefit more from the program both cognitively and affectively. Because of the changes in the family environment, mainly the parent-child interaction, the child and his siblings are affected. A male family worker visited the father and a female family worker visited the mother in order to discover the parents' goals for their children which were then demonstrated by developmental activities by the family worker who served both as a model and a positive reinforcer. Family communication and enjoyment were encouraged in these learning activities with toys and projects. The mothers learned how to praise, reward and reinforce their child's behavior, as well as to see the importance of play activities in the development of their children. The fathers,as a result of a conflict between the role of head of the household and playing with their children,formed a group and worked with their children and later with problem areas of the community. Activities were organized for the children and the mothers by the fathers. During the summer, softball teams and a Tastee Freeze Ice Cream business were organized.

A Freedom School for Young Black Children-- The center emphasizes development, competence, linguistic and cognitive systems in a black frame of reference. The child through planned activities is intended to gain a positive self-image. The center operates the following specific programs for toddlers, three year olds and four year olds:

Developmental Laboratory for Toddlers-- This program is for children aged 18 months to three years. The emphasis is on developing self-esteem, competence, mastery so that parents can transmit those to their children through experiences. Phase I: Home visits like those described in the pilot study. Phase II: Observation and discussion about children learning from toys in the Lab by mothers of their own and other children. Phase III: Horizontal diffusion to the community by participating mothers who invited other mothers to join the group. Some of the participating mothers also became home visitors. The mothers formed their own discussion groups about childrearing and community issues.

Preschool Program for Three Year Olds-- The child participates and (1) has experiences for developing autonomy, (2) develops constructive aggression, (3) expands his curiosity and exploration, (4) has limits set so that he develops internalized controls, and (5) develops self as a black person with inner strength and resiliency.

Program for Four Year Olds--The black child learns to function productively in a world which may be hostile to him, develops the ability to be flexible, learns to communicate expressively and clearly, and develops cognitive abilities including success in concept learning, problem solving, etc. As in every other program in the Center, participation of the whole family is encouraged.

The Center also has a program for preteens and teens--Creativity Unlimited.

MARTIN LUTHER KING FAMILY CENTER
Parents' Values, Family Networks, and Family Development: Working with Disadvantaged Families

Daniel R. Scheinfeld, Dorcas Bowles, Samuel Tuck, Jr., and Reuven Gold. Institute of Juvenile Research Report, 6:9, 1969.

Orientation. To work with families from Oct. 1967 - June 1968 in their homes to aid them to develop confidence in their children which would enable the child:

1. to grow cognitively and affectively in preschool.
2. to continually develop for the rest of his life because of the social support of his family and their influence in his development.
3. to change because of the change in his family environment mainly in the parent-child relationship where the parents become not controllers but teachers. The child's siblings also change.

Population. Six low competence (from the lowest group in the low competency group) preschoolers and their families who were low income black and live in public housing.

Curriculum. The family worker utilizes the following plan in working with a family:

1. Approach the parent rather than wait for him to approach you.
2. Utilize some of the parent's child-rearing ideas.
3. Transmit concepts from the worker to the family about the pattern of interaction of parent-child and siblings through specific concrete activities.
4. Teach and reinforce the family, as well as serving as a model by participating in family activities.
5. Participate with as many people in the family as possible.
6. Give positive reinforcement and hope to the family.
7. Utilize the existing social relationships between the family and other families in the community.

Method. This program was divided into the following four action phases:

1. Obtain parents' ideas of children and child-rearing and set up a relationship between the worker and the parent by positive reinforcement. A black female worker worked with the mother and black male worker worked with the father and expressed the idea that the school wanted to aid in the development of the child. The parents were

asked in an open-ended interview concerning their four year olds the following: (a) desirable or undesirable attributes; (b) why they were desirable or undersirable; (c) methods to achieve the desirable attributes and avoid the undesirable ones. Then a plan was set up according to the parent's goals for their child.

2. The parents and children participate in developmental activities which illustrated the parents' goals. These activities were with toys or games (Bowles, IJR Report, 6:10, 1969) and the worker when demonstrating them often served as a model as well as a positive reinforcer. Parents were also encouraged to help their children integrate new experiences and communicate openly in the entire family through this enjoyable learning process. Mother's verbal expression of feelings (others and her own) were encouraged. Since the preschooler's siblings expressed interest in the activities, they were included as either teachers or learners. The fathers had a conflict between playing with their children and their role as head of the household. However, at several fathers' suggestions, a group was formed (Tuck, IJR Report, 6:11, 1969) which worked with the children and later with community problems. All of the families knew how to use at least five games or toys by the end of the fifth month and suggested that a toy library be established at the preschool so that they could choose their own.
3. Social relationships in the community were utilized by having the six mothers go through the same procedures with their friends that the worker had gone through with them.
4. The women thought that the six original mothers worked with could be brought together into a developmental community project and could in small groups set up toy construction, confront schools and finally gather in a large community action group. Because of riots, this last phase was not done.

Assessment Indices.

1. Changes in families as assessed by the worker.
2. Pretest interview to six key mothers in the study was compared to posttest interviews given to experimental and control groups.
3. The fathers started an action program after half of the year so they were not evaluated.

Results.

1. Mothers did not see themselves as child developers but enjoyed the activities and the child's development.

Mothers learned to praise, reward, and reinforce the child's behavior, as well as to see the developmental potential of toys and to discuss the learning advantages of one toy over another. Fifteen of 22 mothers began to use the toy library. The six key mothers increased their self-esteem and derived pleasure from their roles as teachers of the other mothers.

2. The six experimental mothers who were given open-ended interviews, ten months after the initial contact with the families and achieved 1.5 on the social worker's rating and 1.3 on the psychology global rating. The control group of six mothers, whose children were as low on clinical assessments, achieved 1.7 and 1.3. An additional group of nine mothers, whose children had been rated higher on clinical assessments, achieved 3.5 and 3.8. The testing should be done on a larger scale and more systematically because the control group and higher competence group were not interviewed during phase 1. The oral posttests concerning the following dimensions were given:

a. emphasis on competence-gaining activity
b. concern with the inner life of the child
c. concern with the importance of a sense of competence in the child
d. emphasis on the assertiveness in the child
e. parental role is seen as a teaching role.

The results, for the experimental group pretest on the five dimensions in comparison to the experimental group posttest, were as follows: The experimental group was higher than the control group on all dimensions except d. The experimental group posttest was lower than the high competence group on dimension d and higher on the others. A special question at the end of the posttest was what a parent would tell a baby sitter in order to help her get along with the child. Five of the six experimental parents referred to constructive activity for the child which none of the six control mothers did.

On a scale of dominance of the child, the experimental group was lowest. The worker rated two mothers as having made the greatest changes, and they were the only mothers who were aware of the importance of a sense of competence in the child. These two mothers worked in the nursery school program and, therefore, it is not known whether the greatest change was due to the work or to the home experiment.

DR. MARTIN LUTHER KING FAMILY CENTER
A Freedom School for Young Black Children--
Developmental Laboratory for Toddlers

Orientation. This study, an expansion of a pilot study done by Dorcas Bowles (IJR Report, 6:10, 1969), pertains to more than child rearing and will include discussion groups, experience in identification of problems, researching and observing facts, planning strategies for varying courses of action, formulating goals and resolutions, and searching for solutions. The major focus is on providing competence-building experiences for parents through learning and problem solving so that they will allow and support curiosity and learning for both mothers and toddlers.

Population. Eighteen children, 18 months to three years of age, and their 13 mothers or mother substitutes (grandmother, aunt, close relative, babysitter) are involved in the program.

Method. This project has three phases:

Phase 1-- The worker and the mother have home interviews in order to discover the parent's values for her child and to select ones to work with. Approximately six home sessions are held in which the worker demonstrates the games and toys that she brought and helps the mother become more attuned to the meaning of the child's play. The worker stresses the importance of the child's pleasure in mastery and experience of success. The worker leaves the toys or games so that the parents can use them.

Phase 2-- Parents and their toddler-aged children come to the Developmental Lab, one or two mornings per week and observe their own and other children playing. It is important to have mothers actively involved in group action through participation or by a one-way mirror. Selected parents attend 15 observation sessions and later have a 15 minute discussion on their observations and ideas about how children learn from the toys. Mothers can also become involved in other activities such as shopping trips and making jewelry. Individual and/or group readiness determines how long a parent remains in this phase.

Phase 3-- This phase evaluates the effectiveness of this program. Parents who have participated in the program and agree with its methods and wish to share their learning with other mothers, friends, neighbors and others

are encouraged to do so. These mothers are learning how to conduct Phase 1 with the aid of the social worker and to prepare other mothers for Phase 2. From both the pilot study and the mothers' present interest in the program, it seems that mothers want to share the methods with their neighbors. Some mothers form discussion groups about child rearing and community issues with the major emphasis being on major issues, fact-finding, defining strategy and constructing solutions. Recently at the parents' suggestion, friends and neighbors have been encouraging newcomers to participate in Phase 3 on a specific issue of their choosing. A documentary film is being prepared on the Developmental Laboratory so that it can serve as a model for a new approach to social work with black families, as well as for black mothers to see themselves as the first and most important teachers of their children.

Evaluation. Occurs in Phase 3.

DR. MARTIN LUTHER KING FAMILY CENTER
A Freedom School for Young Black Children--
Preschool Program for Three Year Olds
Manual Jackson, Director

Orientation. Many of the students were in the Developmental Laboratory for Toddlers before joining this program which was to have begun in October, 1970. In order to provide a truly individualized program, the mothers will be consultants for the program content. The major goals will be development of effectiveness and a sense of mastery with a realization of the influences of the culture and the society. Other goals are (1) the child participates in experiences which allow him to see himself as an autonomous being; (2) the child develops constructive aggression and the family learns to understand the child's assertiveness and competitiveness; (3) the child experiences successful and enjoyable events which expand his curiosity and exploration; (4) the child is encouraged to develop internalized controls by having reasonable limits set; and (5) the child is aided in his development of his self as a black person with a large amount of inner-strength and resiliency.

Population. Plans called for three groups of seven children, two groups which have graduated from the Laboratory and one group which has not. There will be a head teacher, one aide and a student teacher.

Method. The parents coordinate their child's activities closely until there is evidence that the child has a relationship established with the teacher and is comfortable at the Center without the parent.

DR. MARTIN LUTHER KING FAMILY CENTER
A Freedom School for Young Black Children--
Program for Four Year Olds
Manual Jackson, Director

Orientation. To prepare the black child to be a productive, humane, functioning person. The objectives are to promote (1) a positive black identity, and (2) effective mastery of the environment through the following experiences:

1. Awareness of the definition as a black being of worth.
2. Awareness of and ability to make changes.
3. Expansion of freedoms including awareness, creativity, curiosity, etc.
4. Development of cognitive abilities which includes success in concept learning, problem solving, etc.
5. Development of language ability for communication, expressiveness, clarity and pronunciation.
6. Becoming an autonomous learner and manipulator.

Population. Thirty-two children, two head teachers, three assistant teachers and one student teacher participated.

Method. Each class of seven children meets four days per week. The structure of the program allows maximum opportunity to establish a relationship with the teacher and to allow for individualized care and education of the child plus providing an organized and predictable environment. This structure becomes looser as the year progresses. The transition from home to school is made by gradually introducing the child and the parent to the school experience. A major focus is on the individualized needs, desires and potential of the child. In the beginning, the program established a safe setting so that the child could feel comfortable with the teacher, master the tasks easily and overcome anxieties. After this introductory period, the focus is on teacher-directed activity. Emphasis is then shifted to child initiated play, experiences which increase the motivation for learning, more formal cognitive learning, and activities to increase in communication skills.
The child is presented with positive cultural experiences about black being beautiful. The child is encouraged to expand his expressive language communication rather than to learn "King's English." Although minimal demands are placed on verbalization, the children do speak a considerable amount.
Family Involvement--The entire family is encouraged to participate, with the primary concern being the family's productive involvement with each other in managing and mastering aspects of their environment and moving out of the cycle of helplessness and hopelessness. Since extended families are common, aunts, for example, often participate in the role of the mother. The

parents most often expressed the desire for their children to have "success in elementary school and getting along with others." The Mothers'Group focuses on the woman as a black woman, and activities include jewelry making, body slimming, hat making, consumption and preparation of food, and talk. Parent-teacher-social worker conferences are held. As mothers become more confident and assertive about being important to their child's school development, they are more likely to participate in changing the Public School.
The Center has established a monthly meeting schedule for all of the kindergarten teachers and principals in the surrounding public elementary schools, in which developmental and educational goals are discussed, as well as methods of achieving those goals.

Research Concerns.

1. Four year olds in this neighborhood can go by themselves to nearby stores to buy things for their parents and are able to return home with the correct change. The Center feels that this kind of ability is an important survival factor in a chaotic community, and would like to expand the self-sufficient resourcefulness of the children. A basic research concern is therefore to gain understanding of "internal organizational" processes which enable children to be self-sufficient and resourceful.
2. Since even four-year-old black children manifest self-hatred, a basic concern is gaining understanding of how children develop identification as a black person, and personal self-images. The intent is to use this knowledge to break the cycle of self-hatred.
3. One of the preschool teachers is a man, and the center is very interested in possible beneficial effects of an adult male model on the children.
4. The Center is examining factors which contribute to the cultural integrity of their program.

MARTIN LUTHER KING FAMILY CENTER
Use of Toys in Expanding Mothers' Child-Rearing Attitudes and Skills Through a Home Teaching Program
Dorcas Bowles, Institute of Juvenile Research Report, 6:10, 1969

Orientation. Mothers at the bottom of the competency continuum, who felt powerless to effect any change in the circumstances of their children, participated with their four year olds in this community-oriented program. The mothers were encouraged to express their values and beliefs for their children, which would then be used as the goals toward which activities would aim. Specific concepts utilizing toys and projects would be employed to teach these goals. Total family intervention is necessary if the children's maximum progress is to be obtained. Such programs can only be of use if the child first achieves a positive self-image and a sense of mastery through the mother's gaining such an image and then transmitting it to her child. Later the child will be able to learn from other adults.

Population. Six black mothers and their four-year-old children who were attending preschool at the Dr. Martin Luther King Family Center in a Chicago ghetto.

Method.

1. Initial interviews were conducted by the indigenous worker who expressed the attitude that the mother was an important person. In these interviews, the mother stated the goals that she wanted to see her child achieve and the school tried to help her achieve these goals. The worker also gave explanations about the preschool and its general goals. By supporting the mother's needs, making her feel more positive about herself and giving her a feeling of more self-esteem, the mother would treat her child as a special being.
2. The goals that the mother expressed would be introduced to the child to develop with a toy or project. The first toys were simple and the mother was rewarded well for teaching with them.
3. Feelings other than extremes of happiness or anger were not expressed by either the mother or the child concerning themselves or others --they were not sensitive to feelings in others. Therefore, the worker tried to overcome this by commenting on a child's emotions with affective words. Both the mother and the child did improve on this, and the mothers also learned this way of praising and rewarding their child's behavior.

4. The mother learned to individualize the developmental differences of her children of different ages which required the use of different toys and activities. Learning became important to the mothers for their children and themselves and became both fun and educational for both of them.
5. The worker can also help with problems such as the mother picking on the child and could bring it to the mother's attention.
6. Mothers taught what they had learned to their friends which was a way of getting community participants. Hopefully they would get involved in the community and its activities.

Results. The mothers who participated were more active in school meetings, made more visits to children's teachers, and some even investigated job opportunities outside the home. The changes observed in the six mothers included:

1. Improved self-image.
2. Increased pleasure in children.
3. Improved sense of effectiveness - power and control over one's immediate environment and control over what one's child learns.
4. Increased communication.
5. Increased awareness in their feelings and those of their children.

MARTIN LUTHER KING FAMILY CENTER
A Model for Working with Black Fathers

Samuel Tuck, Jr., Institute for Juvenile Research Report, 6:11, 1969

Orientation. The black ghetto father has not been approached indirectly enough to obtain his involvement in positive emotional experiences for his children's development nor has his potential been utilized for the good of the community.

Population. Four black ghetto fathers and their nursery school children, two boys and two girls, who attended the Family Center Preschool. Two child psychiatrists stated that these children were in the lowest of three competence groups. Later the four fathers persuaded fifteen more fathers to participate in their fathers' group. A black male family worker participated with the fathers. Teenagers, mothers and other children in the community were also involved.

Method. The model for working with black fathers in a group follows:

1. Establish with a few fathers a trust working relationship so that the father can have the defenses which hold up his masculine role.
2. Have the fathers enlist others fathers in the program so that all become more aware of community problems and contemplate possible solutions.
3. Relate father-child activities to the father's work or to an outdoor activity which is not foreign to the father.
4. Make up the entire group of males so that they can make new adjustments without their wives watching.
5. Organize special activities for their children--fathers will do that. There should be an enjoyable relationship between father-child not just one of existence or feeding.
6. Encourage the group to plan activities for their wives pleasure which also might help family unity.
7. Plan projects for children which require the help of the mother, thereby showing that two people working together can provide better programs for the children.

Results. During Phase 1, the group of fathers was organized so that the group could plan activities for their children. The worker elicited from each of four fathers, individually in an open-ended interview, a list of desirable and undesirable attributes for his four year old. Then the worker chose one of these which was developmental and planned a father-child activity around it. A developmental toy which was appropriate,

was given to the father with an explanation of how it fit in the father's stated goals for his child. For the first three weeks the fathers were eager to talk about what the children learned from the activity. The fathers learned to be teachers. Despite strong feelings that such a role was in opposition to their role as male head of the household, they did want to aid their child's development. One father suggested that an educational program for the children be developed. Two of the original four fathers attended the first program development meeting; three attended the second. Then those fathers talked to all 25 fathers who had children at the pre-school. At the fourth meeting, four out of 25 came and set up the first activity for the children. After that activity, two more new members came and plans were organized for the recruitment of the other 19 fathers. The fathers recruited 15 more fathers with an average of nine attending each meeting over nine months.

In Phase 2, fathers were encouraged by the response to the first activity and thus planned another. They planned a program for the mothers which was a success; then a fair was planned which the mothers helped with. The fathers became more interested in working with various age groups. The fathers then got a $1000 grant for a summer program for the children in which they planned the following:

1. Organization of eight Little League softball teams for six to eight year olds.
2. Taking field trips with three to five year olds who did not have fathers. (This never got started.)
3. Investment in a business project whose profits would be used to continue the program. (The group got a franchise to operate a Tastee Freeze ice cream truck. One father was employed to operate it with the aid of four salaried teenaged girls. The money earned thus, was put in to the community through salaries, and the business experience was valuable.)

The Black Action Council organized by teenagers met with the fathers' group and told them that they should be involved in:

1. Raising the quality and lowering the prices of the neighborhood supermarkets.
2. Having teenagers help on solving problems of the community and the teens.
3. Having money remain within the community.
4. Supporting groups of teenagers with what they want - meaningful experiences (information, support, money, jobs, etc.) After that, the parents got involved in community action programs although they still worked with the children.

PARENT'S COMMUNITY COOPERATIVE NURSERY SCHOOL
Menlo Park, California
President of Parents Board: Francis Oliver
Head Teacher: Patricia Kennedy
N. H. Davis and L. Douglas Smith, Coinvestigators, completed the questionnaire

Orientation. This cooperative nursery school is parent-initiated and directed. Planning for it began in September, 1968. The nursery school was seen by Frances Oliver as a two-year project and as a monument for her grandchildren. Fund raising was successful because mothers were asking for funds for their children. Black people wanted to prove that they could run the school successfully. Parents took primary responsibility for writing proposals, by-laws, and regulations; hiring teachers; and raising money. The Mental Research Institute (MRI of Palo Alto) provided assistance only when the parents requested it.

Population. The program served 33 children, 90 percent were black and 10 percent were white. Fifty percent were three years old and 50 percent were four years old. Twenty-two parents and six staff members participated actively in this program. The children attended classes four mornings each week, from 9 a.m. to noon.

Method. Francis Oliver, a community resident, canvased her neighborhood and the local Head Start program and found poverty families interested in a cooperative nursery. With the assistance of the Mental Research Institute, she and several mothers wrote a proposal for support to OEO. A local community action group has assisted in the planning of a permanent, specially designed school to be constructed on land donated by the city of Menlo Park.

The school began in a local teen center and soon moved in order to obtain more play area to the Redwood City Nursery School. It is currently housed in a local church awaiting completion of a new building. Parent meetings are held in the homes of parents. The major responsibility for developing the organization, by-laws, rules and procedures of the program was held by the parents who were assisted by the Mental Research Institute and Counterpart. Officers (all parents) are elected and serve one year. Parent activities included:

1. Mothers' meeting held in various homes Thursday evenings and Friday mornings for instruction in Child rearing, nursery school education, special workshops.
2. Projects for mothers such as teaching, typing, cleaning, attending community meeting, making movies, and

giving talks for public relations purposes, and fund raising. The mothers have raised over $10,000 for the new building.

3. Self improvement programs including college extension courses such as Psychology of Adjustment and Home Economics.
4. Parents and teachers conferences about expectations and viewpoints in developing the instructional program.
5. Outside trips such as to the local zoo.
6. A sister nursery school -- there is a close working relationship with another cooperative nursery school. The parents exchange visits and meet to discuss common problems.
7. Special parties to celebrate birthdays, etc.
8. Attendance of lectures and programs at the Mental Research Institute.
9. Establishment of a follow-through program.
10. Counseling of parents -- the teachers make frequent home visits and confer with parents on child rearing problems over the telephone.

Future Plans. To increase parent education and community involvement, the following activities are projected:

1. Weekly classes for parents on child development and child rearing, with guest speakers once each month.
2. Activities for more total family participation such as picnics.
3. Use of college students from a class in child development as aides, each student working one morning each week. Others will act as big brothers and sisters for 10 weeks and will take children on outings.
4. Exhibition of children's art in local stores in order to generate interest in the school.
5. Teacher education continued through attendance at conventions.
6. A nutrition workshop for mothers.

Evaluation. Formal research has been impossible during the first year of this parent-initiated, parent-run community project, because of membership turnover, temporary headquarters, change in directors and lack of instruments to test young children.

A suggested pattern for research for community action programs would devote the first year to analyzing decision making and problem solving processes used in establishing the program as well as in real communication with the people. Ideas should be shared and an understanding gained of the parents as people. The second and third years could be spent in more formal research. Parents from mainly black communities are often wary of testing and may take a long time to become acquainted with a person or a group attempting the research. After the parents

understood the purpose of the research, they were willing to participate in the evaluation. However, with such a rapid turnover of parents and poor attendance at initial meetings, many parents did not understand or cooperate.

Results. A large measure of the success of this program was due to the mothers' hard work, enthusiasm and dedication.

The philosophy of the Mental Research Institute (MRI) was that parents should run the nursery school and take primary responsibility for hiring teachers, developing by-laws, rules, regulations and conducting meetings. MRI gave aid when it was requested. Parents said they knew they made many mistakes but realized that they needed help and really listened to the advice that MRI gave.

Liaison people between the black and white community were of great aid in the program; and Counterpart, a local community organization, gave organizational aid. Communications between parents and teachers were excellent. The teaching staff was sufficiently large so that time could be given to educating parents on ways of functioning in a nursery school.

Much thought was given to meeting the needs of the parents. The presence of parents during the school hours, afforded an opportunity to see their children in action. The children, in turn, could see parents as teachers, thus helping to bridge the gap between the home and the school. The cooperative structure brought teaching and education into the daily activities of the home, and stimulated the parents in the continued education of their children. The current teachers are also active in counseling of parents regarding child rearing and family problems.

Many lessons were learned because of problems that arose between the original director and some of the mothers. There was a power struggle over who would run the nursery school and determine the children's curriculum. The parent's realization that they were really in control probably came about when the parents fired the Director. Then this control was reinforced by their ability to hire teachers and a new Director. Other problems included:

1. Poor communication because there was no real confrontation on issues of race, control and role conflicts.
2. Parent cooperation was sometimes difficult to obtain. It is suggested that much effort be devoted to improvement of communication between Executive Officers and the rest of the parents by clearly announcing meeting times, agendas, increasing attention to parents' needs.

Other recommendations to be considered in future operation include:

a. An ombudsman is needed to aid groups in defining roles.
b. Director should be tolerant of ambiguous situations and flexible in his roles.
c. Parents must be allowed to make errors and be given time to test their power in running the nursery school.

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PUBLIC SCHOOL PRESCHOOL PROGRAMS

LOS ANGELES PARENT PRESCHOOL PROGRAM
Division of Adult Education
Los Angeles, California
Evelyn M. Pickarts, Supervisor of Parent Education

This is a parent education program which originated in 1936, with the children's activities serving as a demonstration or learning laboratory for parents. The program serves 4500 children and 3750 parents, three hours a day, one day per week, 10 months of the year. Twenty-five percent of the children are aged one to two, 40 percent are three to four, 35 percent are four to five; and are from all ethnic groups. Mothers observe for 90 minutes, record their child's activities, relationship and developmental patterns. Suitable techniques for continuing the learning activity at home are demonstrated. Mothers join group activities with their children and parents. Child observation allows parents to be impressed with how involved and successful children can become.

During the second 90 minute period, an assistant works with the children and the parent educator confers with parents concerning their observations, child development patterns, and family living. Guided group discussions are designed to facilitate and encourage parent's reinforcement of their children's cognitive development. The program includes a well developed curriculum for children in:

1. Communication skills --auditory and speech training
2. Visual training
3. Questioning, reasoning and judgment
4. Memory training
5. Language arts
6. Music and rhythms
7. Science
8. Consumer education
9. Health and safety.

This curriculum for children is the basis for the parent curriculum which is also written. Interest in the program is maintained by the quality of the program and the visible usefulness to the parent and the child. Parents are the focus and are primarily responsible for teaching their own children. Children can attend only with parents. Several time during the year Saturday sessions are arranged by some teachers for fathers, and these have been well attended and enthusiastically received.

Observation records on children and limited use of the PARI for parents are used as assessment techniques. Research design is being developed by restating behavioral objectives. Parent involvement has contributed to behavioral changes in both children and parents. Children learn to take direction from other adults, relate to other children, develop listening, perceptual, motor, cognitive and language skills. Parents perceive themselves as important teachers of their children, assess children's needs and then provide an appropriate environment and change their own behavior in relation to their children, i.e., increased attention, listening and responding. Through understanding child development, parents evidence greater patience and skills in guiding children. Siblings are interested in the school program and carry out many suggestions made by the parent. Parent understanding of how children learn and how schools teach has moved parents from a sole interest in their own children to interest and activity for the benefit of all children.

Reference.

Pickarts, Evelyn M. Los Angeles Preschool Program: Curriculum Guide for Children's Activities. Los Angeles: Division of Adult Education, Los Angeles Public Schools, 1968.

EXPERIMENTAL PRE-KINDERGARTEN AND DEMONSTRATION CENTER
New Rochelle, New York
Nancy Bogin, Director

Orientation. This program, initiated in January 1965, provides an individualized, well-balanced environment which emphasizes self-initiation, emotional and intellectual and physical growth. There are close parent-teacher relationships and parents also work with a social worker.

Population. Fifty children are three to four, 100 are four to five; 60 percent are black; and 60 percent earn less than $5,000. This program is in a surburban area.

Method. This program operates 10 months of the year about two and one half hours per day, four days per week. On the fifth day, there are in-service courses for the teachers and other staff members, parent conferences, home visits or material preparation by the teacher.

The Policy Advisory Committee was organized after funding and consists mainly of parents with two representing each class; two teacher and two aides also serve on the committee. This Committee sets criteria for entrance to the program, makes recommendations about materials, books, etc. to be used and prepares application forms, hires and evaluates staff.

Parents advise formally on the administration of the program and work in the classroom as volunteers. Siblings, grandparents and community people also serve as volunteers. There are group discussions for parents about every six weeks and small group meetings are found to be more successful than large group meetings. Parents work closely with the teachers and have more insight, understanding of behavior and learning processes because of that experience. There is a career ladder for teacher aides. For every class of 15 children, there is an early childhood teacher, a teacher's aide and often an adult volunteer or an adolescent NYC worker or volunteer high school student. For specific problems, there are social workers social work aides, psychologists and nurse-teachers.

Evaluation. The children were proud of their parents' involvement and participation. This improved the children's sense of self. Communication between the parents and the children improved and parents saw their children in a more positive way. Parents who were on the Policy Advisory Committee also became involved in other community organizations.

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THE PRESCHOOL PROGRAM
Oakland Public Schools
Oakland, California
Sherman G. Skaggs, Jr., Director

Orientation. The goal of the Oakland Preschool Program is to utilize parents, paraprofessional staff, and professional staff in a joint effort to help preschool students increase their potential for success in school. Among the objectives derived from this goal are (1) fostering of parent understanding of the school and ways in which parents can help their children progress and, (2) fostering of understanding by staff of the mutual and complementary roles of parents, paraprofessional staff, and professional staff in helping children to develop readiness for school.

Population. In 1969-70, 811 children, ages three and four were enrolled; 528 of these experienced more than five months of preschool. About 80 percent of parents were welfare recipients; the remaining 20 percent were identified as low income.

Method. Children attended either a morning session or an afternoon session, 3-3/4 hours per day, five days per week at one of fifteen sites. Program staff included director, teacher on special assignment (to coordinate the parent involvement, including directing the assignments of the school-community workers), evaluator, teachers, teacher aides (members of the communities), parent volunteers, school-community workers, and testers. Teachers were assigned seven hours each week to plan and to implement school site parent education and parent involvement activities. Parents of each class elected PAC representatives. The representatives met monthly with the Director and the teacher on special assignment. One of the important outcomes of these meetings was the development of a list of preschool objectives which parents felt should be emphasized. This list became a resource for the parent involvement aspect of the Inservice Education Program. The PAC representatives also functioned as parent leaders at the centers informing other parents about the PAC meetings, developing an overview of the program for new parents, encouraging parents to view "Sesame Street" and providing them with educational guides, encouraging parents to become active in the program, and assisting other parents to make learning games for use at home.

All parents were invited to volunteer as instructional aides in the classrooms, to work with individual and small groups of children using educational devices, to encourage children to taste a variety of foods and to talk about the characteristics

of the foods they ate, to read stories to children, to assist teachers with children who were having difficulty adjusting to preschool, to set up or make materials for the classroom, to accompany the children on excursions. Teachers and community aides made home visits to plan and to implement parent education and parent involvement activities. Parents were encouraged to complete a variety of home tasks with their children, including growing seeds for the child to later share with his class, making such educational materials as a spin-dial color chart game and books with exercises designed to teach children to learn their names, addresses, and telephone numbers; to count; and to recognize colors.

Contacts between social workers and teachers were made when a family had special needs. Monthly parent education programs included films on early childhood education, instruction in the use of classroom audio-visual equipment, explanation of various aspects of the Instructional Program in which the parents would be involved when they assisted in the classroom, demonstrations of making inexpensive toys, a "Negro History Week" meeting featuring soul food, Negro literature and art, and the May Culminating Activity meeting which included displays and demonstrations at each center on what the children had learned during the year. There were also more than 65 school site workshops where parents made inexpensive holiday decorations, toys, etc. One of the most successful parent involvement activities of the school year was the Preschool Family Day. For this event, nineteen buses transported preschool children, their parents, and preschool staff to Brionets Regional Park. Parent support of the Preschool Program was demonstrated by the attendance of more than 200 parents at the March meeting of the Board of Education to consider refunding of the program. Two hundred and fifty parents wrote letters to Board members in support of the program.

Assessment Indices. In the evaluation of the effectiveness of the parent program, 73 parents were interviewed; staff completed a questionnaire.

Results. Parent interview-responses reflected successful outcomes of the Parent Education Program. More than three-fourths of the parents interviewed indicated that the Preschool Program had given them new ideas about how to help their child and had kept them informed about how their children were progressing in preschool. More than 86 percent of the parents reported that they had visited preschool during the school year. All but one of the parents who had visited preschool indicated that they were pleased with what they saw during their visit and felt that the staff that they met were interested in helping the parent's child. More than 89 percent of the parents visiting preschool assisted with instructional acti-

vities. The most frequently stated first and second choices for parent meeting activities were (1) talking to other parents; (2) making things like puppets and stuffed animals for the children; and (3) seeing films about the growth and development of children.

More than two-thirds of the parents interviewed indicated that the community aide kept them informed about preschool activities; that they would like the community aide, during a home visit, to demonstrate how a parent can help to teach his child at home. Most parents indicated a desire to see the community aide sometimes, but not often. Teachers and community aides averaged 5.8 home visit contacts per preschool family during the school year.

All of the 36 teachers responding to the staff questionnaire (94%) indicated that the Parent Education Program encouraged parental understanding of the school and ways parents can help their children. More than 90 percent of the instructional aides indicated that they felt parents had been helped by the preschool program to learn new ways to help their children in school and to improve their understanding of the health needs of their children. Monthly reports and questionnaire responses of staff and parent interview responses reflected the intensive effort that was made to involve parents in preschool activities on a regular basis. They also indicated that parents, aides, and teachers want to see these efforts increased. Some of the obstacles to accomplishing this goal were evident in data provided by the teachers. Reports from 36 of the 38 preschool teachers indicated that 43 percent of the parents work or attend school during the hours preschool classroom and parent education activities were scheduled. They also indicated that 17 percent of the parents are involved in preschool activities mainly through home visits by the teacher and the community aide. These findings when combined with the interest that sizable numbers of parents expressed in receiving home visits by community aides suggested that the home visit aspect of the Preschool Program is assuming increasing importance.

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YPSILANTI-CARNEGIE INFANT EDUCATION PROJECT
High/Scope Educational Research Foundation Inc.
Ypsilanti, Michigan
David P. Weikart, Director, and Dolores Z. Lambie, Supervisor

Orientation. This project (January 1968-September 1970) was originally funded by the Carnegie Corporation and the Ypsilanti Public Schools but is now an independent, non-profit organization, The High/Scope Educational Research Foundation. This project was initiated because of the results of the Ypsilanti-Perry Preschool Project (Weikart, 1967) and the Ypsilanti Home Teaching Project (Weikart and Lambie, 1968). This project is attempting to evaluate the effectiveness of systematic intervention by public school teachers in preventing the intellectual deficits in children from disadvantaged population. The rationale for this home visiting project is:

1. Preventative programming must begin before the disadvantaged child reaches age three because the framework of the intellectual growth of the child is completed by then.
2. Preventative intervention is potentially successful when it is presented as a home teaching project for both the mother and her infant.

The objectives of the project are:

1. To make the mother's teaching style similar to that of mothers who teach successfully.
2. To change the mother's language style so that it is in a more complex and expansive pattern when she talks with and responds to her child.
3. To change the mother's management method so that she uses explanation and reasons to control her infant.
4. To aid the intellectual growth of the child by training the mother to teach the child in a manner appropriate to the child.

Population. Disadvantaged mothers and infants with low scores on Cultural Deprivation (CD) Scale developed in the Perry Preschool which scores by occupation, parent education, and number of persons in a living unit. Two families also represented the lower-middle class. The participants were from the Ypsilanti School District with the infants entering the project at 3, 7, and 11 months of age to ascertain if the program has differential effects because of the different ages of entry. The groups were controlled for race and sex and the subjects are randomly assigned to:

1. Experimental Group (N=33) public school teacher

visits mother-child dyads and shows them an individualized program.
2. Contrast Group (N=33), volunteer college students and young women from the community visit mother-child dyads and give attention to the child and service to the family and use "intuitive wisdom" as their teaching approach.
3. Control Group (N=33), no treatment but tested throughout.
4. Control Group (N= underdetermined), no treatment, only initial and final testing. Group is comprised of dropouts from the other 3 groups.

Curriculum. Experimental Group--The teacher works with the mother and her infant once per week for one hour and plans individualized instruction for each mother-child dyad, develops the mother's teaching style, language style, control techniques and tutors the child. The teacher must be flexible in planning and help the mother focus on her child in terms of the infant's growth and stimulation. The teacher's role is different from that of the classroom because she is in a position with little power and is a guest in the home. The mother also evaluates the teacher and stops her visits if she does not like what the teacher is doing. The teacher must understand the economic situation of the family. The teacher's major concern is with the mother as the child's teacher. Different roles that the teachers can assume are (1) reinforcer of the mother, (2) activity director, (3) director-teacher as authority, (4) casual friend, and (5) information seeker and giver.

The three critical areas of development were language, motoric skills and cognition . The Piagetian developmental sequence as outlined in Uzgiris and Hunt Scale was the form and content of the infant's activities. The language activities include imitation, comprehension, and production exercises. A lesson plan included (1) goals, (2) conditions, and (3) techniques which are prepared before the home visit. The evaluation included (1) actual performance, (2) teacher intervention, (3) trends, and (4) recommendations. Teachers used video tapes in order to improve their performance.

Contrast Group--visits were made once per week for one hour The curriculum was "intuitive" to the volunteers.

Assessment Indices.

1. Maternal Behavior Inventory (Schaefer) was completed by the teacher about each mother after the third home visit and at later times.
2. Teacher's Report, Form B included observations of the infant and the mother and notes on instructional activities.

3. Infant Cognitive Home Environment Scale is a revised form of a scale used with preschool children and noted the stimulation provided by the home.
4. Infant Information Inventory gives details on the physical surroundings of the home and the general family situation.
5. Infant and Maternal Medical History gives information on prenatal and birth history of the mother and the child.
6. Ypsilanti Picture Sorting Inventory (YPSI) tells about the mother's perception of her child and his rate of growth and development.
7. Bayley Infant Scales of Development assesses the infant's growth and development.
8. Kagan Measures shows inherent differences in the psychological organization and cognitive growth of the infant.

Results. Pilot study (first four months)-- On the Bayley Scales for the Experimental, Contrast and first Control Group, there was no statistical evidence that short-term results of the first four months of intervention favor either the paraprofessional or teacher-operated intervention program over the regular home care. There was an indication that age effects are important. There were major shifts in all three groups in mental development during the seven to eleven month range. During the 11 to 15 month range, there is general stability irrespective of intervention. Experimental and Contrast children progress faster than Control children. The first two groups are very responsive but the Control Group children were not although their scores were good.

Other results are not available yet.

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UNIVERSITY, DEMONSTRATION, AND RESEARCH PROGRAMS

APPALACHIA PRESCHOOL EDUCATION PROGRAM

Appalachia Educational Laboratory, Inc.
Charleston, West Virginia
Roy W. Alford, Jr., Coordinator

Orientation. This is a home-oriented preschool education program, especially designed for small rural school districts. It was designed as a way to make preschool education available to rural Appalachian children by developing a three-year program of preschool education which will enable children to perform those tasks expected of the average child at the first grade level in language, cognition, motor skills, and attending skills. The program is based on a survey of the Appalachian child's need. It reduces the need for large numbers of qualified preschool teachers; eliminates transportation problems for parents of preschool rural children; can be run for about one-half the cost of a state-wide conventional kindergarten program; and involves parents directly in the development of their children.

Population. The program is designed for three- to five-year-old children from low-income rural families. Staff consists of a teacher with credentials to work in the mobile classroom and one professional to work in the television program. The other staff members are trained aides.

Method. Mobility, which is imperative because of the geographical area, is achieved through television, home visits, and the mobile classroom.

1. Television— The taped programs are presented five days a week lasting 30 minutes each day. The on-camera teacher of "Around the Bend" is presented as a friend who invites children into her home. As part of the program, the teacher asks questions of her viewers, who are encouraged to respond.

2. Home visits — Home visits are used as a means of continuing the concepts presented on TV. The trained home visitors pursue three activities:

   a. Explaining the theme of the coming week's shows to parents and the materials that will be needed to participate. These could be household items or the visitor may bring the necessary ingredients.
   b. Delivery of a set of suggestions for games or activities which complement the TV program.

c. Encouraging the mother in her relationship with her child and the activities going on with the preschool program. She also takes the family reactions back to the program team. Each home visitor sees about 30 mothers per week.

3. The mobile schoolroom is designed and equipped especially for preschool children and is moved from location to location to provide once a week instruction for groups of 10 to 15 children, 90 minutes per week.

The parents are involved in all three elements, to the varying degrees listed below:

1. Television--they are encouraged to sit beside the child, watch the program and react to the questions
2. Home Visits--possibly the area of greatest parent involvement. The trained aide guides the parents through the preschool program. Any materials that need to be explained are demonstrated in the home. It is the parent's responsibility to see that the child views the program. Because the program is home-oriented, parents' views are sought by means of questionnaires and interviews.
3. Mobile Classroom--the parents bring their children to a pre-selected parking space. The classroom is frequently open for visitations. Since this is a mobility-focused program, decision making is not a responsibility of the parents. However, great attempts are made by the staff to chart parental opinion and involve them in training sessions.

Evaluation. The three year field test of the Appalachian Preschool Education Program will be concluded in June, 1971. First year testing data (68-69) showed that the daily television program had a true effect on cognitive behavior and that the weekly half-hour home visit had additional effects. Significant growth in verbal expression was shown in the mobile classroom.

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PROJECT CHILD
Curriculum to Heighten Intelligence and Language Development
City University of New York, New York, New York
Helen F. Robison, Director

Orientation. Goals of this Parent Project which began in January, 1969, were:

1. To help parents understand, acquire information about, evaluate, compare and assess their children's school learning.
2. To involve parents in developing a curriculum for home teaching of their own children which would parallel and reinforce the school program, enabling them to view themselves as competent teachers of their children and increasing their own knowledge and creativity.

Emphasis was on valuing the key parental contribution to the child's education and on finding ways to raise the power of this contribution. The school staff supported the parent project as well as a special staff assigned to the project.

Population. This four month project for prekindergarten and kindergarten children was implemented to enhance an already functioning parent group in a South Bronx elementary school (P.S. 146). The population was predominately black with some Spanish-speaking and Puerto Rican families. Thirty-two parents attended the first two-hour weekly meetings although only 10 parents attended 13 or more sessions and only 16 parents attended 7 or more sessions, 6 of whom were employed as paid paraprofessionals.

Method. Two-hour meetings were held weekly for the mothers, with an incentive of $2.00 per hour paid for each meeting they attended. A babysitter was also furnished at the school during the meetings so that the meetings could be more orderly and the children were brought in to join activities when needed. The content of the parent project was primarily a study of the curriculum, materials, and teaching methodologies of the new prekindergarten and kindergarten curriculum design in the school, but it also gave parents the opportunity to learn about community agencies that could be of help to them, and provided problem-solving insights relating to older children in the school. Procedures used to involve parents and assist their progress were discussions, lectures, workshops, role-playing, demonstrations, committee work, trips, and group evaluation and planning.

Results. Parents exhibited much enthusiasm. They developed planned products such as a directory of community agencies which was assembled and distributed to parents, a parent manual for home teaching of children which was completed by a parents' committee and distributed to parents in the school, Spanish-language story tapes, parent-made puppets, dialogues, and stories. In the future, so that tension over the curriculum does not develop between the teacher and the parents' group, the curriculum will be planned jointly by both groups. On the whole, relationships and understanding between teacher and parents improved through the project. One excellent outcome of the program was that parents offered to help teachers select culturally relevant instructional content appropriate to their children and they assisted teachers in classroom implementation. Cooking workshops, in which recipes of their favorite dishes were exchanged and demonstrations given by the mothers, increased good relationships between black and Puerto Rican parents.

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THE CORNELL STORY READING PROGRAM
Ithaca, New York
John Harding and Eleanor D. Macklin

Orientation. The aim of the program was to examine the influence of story reading on the language development of young disadvantaged children.

Population. Experimental Group was composed of 20 children the first year; 10 of these continued in the second year. They came from poor families, were 18 to 33 months old at the start of the program. The children were not enrolled in any other kind of preschool program. In the control group, children were matched for age, race, sex, socioeconomic status. This group was not given story reading exposure.

Curriculum. The curriculum was described as Picture Talk, that is showing the child pictures and talking about them; story reading or telling-- not necessarily verbatim from the book, but in words appropriate to the child; encouraging the child's verbalization by having him name objects in the pictures and talk about the pictures and the story. Toys related to the stories and pictures were also used.

Method. During the first year, the story readers were trained teenage girls from working class homes. In the second year, mothers, caretakers, or siblings replaced the girls. Five female college students were assigned two child-mother pairs each. In weekly home visits, these students helped the mothers set up a definite story reading time every day, demonstrated new ways to maintain the child's interest, and brought a supply of books every week. Some of the mothers had never read to their children previously and needed strong encouragement and reinforcement from the weekly home visits. For this group, there was evident improvement during the year in both attitude and amount of actual reading done. The other mothers were enthusiastic and read daily to their children from the start of the year.

Assessment Indices. The three measures of language development used were:

1. average length of utterances, adapted from McCarthy (1930)
2. adaptation of the Pacific Expressive Vocabulary Test
3. adaptation of the Pacific Receptive Vocabulary Test with addition of Peabody Picture Vocabulary Test.

Testing was done at the beginning and at three-month intervals throughout the program.

Results. The initial effect of the story reading program seemed to be limited to an increase in the average number of words per utterance -- the basic measure of complexity of language usage. This average was 1.6 for both experimental and control children at the time of initial testing; three months later it was 2.0 for the control children and 2.2 for the experimental group. There were no differences in rate of gain on the two vocabulary tests between experimental and control children during the first three months. The most recent data tabulated are those for white experimental and control children 14 months after their initial testing. These data show a widening of the gap between the two groups in complexity of language usage. At an average age of 39 months, the mean number of words per utterance was 4.8 for the six remaining white experimental children and 3.9 for the ten remaining white controls. There was no difference between white experimentals and white controls in average size of expressive vocabulary on this round of testing, but there was a difference in receptive vocabulary. Each child in this round received both the two-year-old form of the Pacific Receptive Vocabulary Test and also the Peabody Picture Vocabulary Test. The average raw score on the two tests, combined, was 58 for the white experimental children and 51 for the white controls.

Reference.

Harding, J. and E. Macklin. The Cornell Story Reading Program. Paper presented to meeting of Society for Research in Child Development. Urbana: ERIC Clearinghouse, University of Illinois, 1969.

THE RESPONSIVE ENVIRONMENT PROGRAM and
THE PARENT/CHILD TOY LENDING LIBRARY
FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH
Berkeley, California
Glen Nimnicht, Director

Orientation. The Education Program is designed to help parents learn some basic ideas about the development of their child's intellect and self-concept -- how he feels about himself, his parents, and his world, and includes demonstrations for parents in using toys and games to develop child's senses, language skills, or problem-solving abilities. The Toy Lending Library component includes a variety of educational toys, games, books, puzzles, and other learning activities with printed instructions that are available to parents who have participated in the education program. The program uses the Responsive Model which assumes that:

1. The learning activities should not depend on rewards or punishments that are not a part of the learning experience itself.
2. The child should set his own pace of learning.
3. The child should be free to explore the learning environment.
4. Whenever possible, the child should be informed immediately about the consequences of his acts.
5. The environment should be arranged so that the child is likely to make a series of interconnected discoveries about his physical and social world.

Population. Preschool children, aged three and four, of parents who cannot afford to send their children to a traditional nursery school but earn too much to send their children to Head Start.

Method. The education program consists of 10 weekly two-hour sessions for parents. Demonstrations and role-playing experiences are used with different toys during these sessions. The parents take home the demonstrated toy to use with their child during the week. At the next session they return the toy and the process is repeated until eight toys have been used. The toys focus on color matching, naming and identification; shape matching, naming, and identification; letter recognition; numerical, relational, and sensory concepts; problem solving; verbal communication; and/or verbal comprehension. Films, discussions, and written material are also used with the parents to provide information on child development. The parents are encouraged to use the toy daily with the child for approximately 20 minutes unless the child refuses. It is stressed that the child should be allowed to change the rules; and the game should be ended when the child loses interest.

Assessment. Two schools in Salt Lake City, Utah had Parent and Child Education programs during the first three months of 1970. The Responsive Achievement Test was used to measure change in child's intellectual development. Pre- and posttest data were completed on 19 children. Both groups showed improvement in all areas that were included in the Parent/Child program. The toys were also evaluated by use of a weekly form filled out by each parent with information about the toy used during the week. Plans are being made for representatives from each area using the Parent/Child program to meet in June, 1971 in order to evaluate their programs.

Summary. The Far West Laboratory provides training workshops for people who will teach the course and operate the library. This program and the materials used are being developed and evaluated. At the present time the Lab is somewhat limited in the support of programs; however, the program is flexible which enables it to be adapted to a variety of community situations.

References

Nimnicht, Glen P. An Assessment of Cognitive Growth in Children Who have Participated in the Toy Lending Component of the Parent/Child Program. Occasional Research Report, No. 4. Berkeley, California: Far West Laboratory for Educational Research Development. June 18, 1970.

Nimnicht, Glen P., et al. An Evaluation of Nine Toys and Accompanying Learning Episodes in the Responsive Model Parent/Child Component. Occasional Research Report, No. 5. Berkeley, California: Far West Laboratory for Educational Research and Development. June, 1970.

Nimnicht, Glen P., et al. Preliminary Report on the Parent/Child Toy Library Program. Berkeley, California: Far West Laboratory for Educational Research and Development. March, 1970.

PARENT/CHILD COURSE AND TOY LENDING LIBRARY
Tallahassee, Florida
Linda Van Atta, Director

Orientation. The goals of the program are:

1. To help the child learn the following basic concepts and skills: color appropriateness, color identification, shape matching, shape naming, shape identification, letter recognition, numerical concepts, relational concepts, sensory concepts, problem solving, verbal communication, and verbal comprehension.
2. To provide information to the families about available community services, i.e., commodity foods, health services, family planning, etc.
3. To expand the parent's knowledge concerning child development and parental teaching strategies.

Population. An intact kindergarten class of 18 children and their parents from Concord School formed the project population. The children were all five years old on or before December 31, 1970 and only one of the children had preschool experience. All of the children were black and were from Social Class V families, according to Hollingshead's factor index of social position.

Method. The Parent/Child Course was based on the model developed at the Far West Laboratory in Berkeley, California. In order to meet the needs of the Concord community more effectively the following adaptations were incorporated:

1. Teaching the course through weekly home visitations instead of through a group parent education course at a community center or school.
2. Using kindergarten children who have had little or no preschool experiences instead of preschool children.
3. Working with a low-income, rural population instead of a upper-lower class or middle-class population.
4. Including information on child-rearing techniques, information about community services.
5. Training a community mother as a home visitor and as librarian for the toy lending library instead of using professional personnel.

The course involved a series of nine weekly one-hour home visits. The home visitors demonstrated to the parent how to effectively use a toy as a learning episode with the child; left the demonstration toy in the home for one week at which time the home visitor returned and checked the mother's use of the toy with the child. The home visitor demonstrated another toy which was then left in the home for one week. The parents were encouraged to use the toy for 20 minutes

daily with the child. This procedure was repeated until nine different toys were demonstrated. Written instructions were given to the parent for use of each toy. The parents were also encouraged to discover and use additional games with the toys. In addition to the toy demonstration, each visit included information about parental teaching strategies, community services, and child oriented activities that the parent could do at home without special toys or equipment. Upon completion of the parent/child course (participation in nine home visits), the families were eligible to borrow educational materials from the library. The librarian kept individual records on the children as the parents borrowed materials. These records included what materials were borrowed for the child to play with; an assessment by the librarian on the child's skill in using the material when it was returned; and recommendations for other games and toys to aid in developing the child's concepts and skills.

Evaluation. The children were randomly assigned to two groups, experimental and control. All the children were pre- and posttested on the Preschool Inventory and the Responsive Achievement Test and the parents were pre- and posttested on the Implicit Parental Learning Theory Scale in order to evaluate the effectiveness of the program. The E group and their families were involved in the nine-week course first. The Control group and their families participated in the course only after the data was collected. The data is in the process of being analyzed. Preliminary results are:

1. An informal assessment was made halfway through the program (after five home visits), and all participants were asked:

    a. Would you participate in another program similar to this in the future, if you had the opportunity?
    b. Do you feel the program has been beneficial to your child? If so, in what way?
    c. Do you feel the program has been beneficial to you? If so, in what way?

    All parents answered affirmatively to these questions. They elaborated on b and c by relating that while they valued education per se, they had never viewed themselves as teachers of any sort and had left the educational process entirely up to the public school instructors. Participation in the program had given them an improved concept of their abilities despite their limited educational background and poor past experiences in the public educational system. They now felt more competent in working with their children at home since they had witnessed their children

actually improve in the concepts and skills involved in the parent-child course. They also said they found it "fun" to interact with their children.

2. On the Responsive Achievement Test, experimental children scored significantly higher than control children on Verbal Comprehension, Color Identification, Shape Naming, Shape Identification, and Relational Concepts subscales. There were no significant differences in the other seven skills.

3. On the Caldwell Preschool Inventory, measuring general skills and competence necessary for school achievement, experimental children scored significantly higher on the Total Score, compared to Control group children.

4. In the two months since the last home visit, seven of the nine experimental group families and two of the control families have made regular use of the toy-lending library.

DARCEE -- DEMONSTRATION AND RESEARCH CENTER FOR EARLY EDUCATION: OVERVIEW OF PROGRAMS

George Peabody College For Teachers
Nashville, Tennessee

DARCEE has three interrelated functions of research, training and demonstration, all of which focus on improving the young, deprived child's ability to be educated. The samples are low income parents and children, both rural and urban, as well as middle-class comparison groups. The National Laboratory on Early Childhood Education provides support for research at DARCEE and OEO, through Project Head Start, provides support for training. The main emphases of the projects are (1) intervention studies, (2) ecological studios, and (3)studies of individual characteristics. All projects are supported by dissemination and training activities.

Intervention. These studies have been concerned with evaluations, over time, of children, parents, and people closely related to the families. The major concerns of these intervention programs have been the acquisition of aptitude variables and attitudinal factors for both the child and the mother. For the child, the aptitudes relate to the achievement of cognitive skills, perceptual discrimination, increased attention span and language. The attitudes (affective-motivational) in the child which are of interest relate to achievement as achievement motivation, persistence, identification with achieving role model, development of independant and motivation systems which are internalized. In the mother, the interest has been in aiding her to become a more effective educational change agent for her child. This includes the mother's general ability to plan and organize her life, to become an effective teacher of her child and to be aware of the steps necessary to aid her child in being successful in school.
Another emphasis is on using nonprofessionals (mothers) previously trained at DARCEE to train new mothers as paraprofessionals in a Mother Home Visitor program. Horizontal and vertical diffusion effects have been studied in many of their programs.

Ecological. The thrust of these studies is to determine the effect of the social environment on the three-year-old child, with special note being taken of the mother's contributions to the child. The sample in the major study (Schoggen; Sweenye; Brown; James; Poole) consisted of eight children from low income urban, low income rural and middle income urban populations. Specimen records of behavior or Environmental Force Units (EFU) note every action taken by the agents in the environment of the child. Some portions of the child's behavior were also noted in the total observation period which is approximately 230 minutes for 7 to 10 observation periods. The home environment was objectively rated.

Individual Characteristics. Studies concerning the life styles of the family are being conducted to assess the environmental organization of the hame and the child's perception of his parents' role. One study (Gilmer, Mumbauer, Aldous), uses children from four years to mid-childhood, both black and white and from different socioeconomic strata.

Supportive activities. Included in this area are dissemination and coordination of information, curriculum, and materials which are developed in DARCEE projects. In addition, the supportive activities include training programs. Head Start Institutes and Materials Workshops have been held as short-term training sessions in certain areas of the DARCEE model.

Three DARCEE projects concerned with intervention studies are summarized following this Overview.

DARCEE
Intervention with Mothers and Infants
Susan Gray and Bettye Jeanne Forrester

Orientation. This exploratory study concerned:

1. Home visitor techniques designed to modify a mother's interactions with her infants.
2. Development of materials to cognitively stimulate the infant and to teach mothers how to stimulate them.
3. Selection and development of instruments and procedures for evaluation.

Population. Five young low-income mothers and their first-born infants aged six to nine months when the study began were selected by testing. The comparison group was comprised of an equal number of mother-infant dyads.

Curriculum. The home visitor utilized methods designed to obtain cooperation from the mothers and in developing skills that she could use to stimulate her child. Cognitive stimulation materials were brought to the home, demonstrated, and exercises were assigned weekly. The materials included books, toys for eye-hand coordination, stacking or nesting toys. Attempts were made to improve the mother's teaching style, her verbal interactions, and responses to her infant. She was encouraged to plan her infant's playtime.

Method. The home visitor visited each of the homes for one hour or more weekly. These visits will be continued for six months or about 20 home visits. Because of individual differences, planning was individualized. The home visitor had to be persistent in order to meet with the families because families moved, mothers went to school or obtained new jobs. Records were kept by the home visitor of effective techniques and the mother's teaching methods. The mothers started keeping card files for pictures and records of their infants' vocalizations.

Assessment Indices. Pretesting instruments used for infants were the Griffiths, Uzgiris-Hunt, and Bayley Scales. Homes were rated using the Caldwell Inventory of Home Stimulation. The evaluation design specified testing at six months and 18 months after implementation.

Results. The infants functioned normally. The experimental subjects passed a smaller number of speech and hearing items. Motor Scale scores were higher than mental scale scores. The heterogeneity of the home circumstances and socialization patterns varied although many of the demographic characteristics were similar.

The results of the Caldwell Inventory of Home Stimulation indicated that the infants (1) had adequate adult contact; (2) were gratified physically and emotionally; (3) were not excessively restricted; (4) had varied experiences; and (5) had an adequate physical environment. However, the results also revealed needs for increased optimal development and vocal stimulation and additional play materials.
The home visitors found the mothers cooperative, willing to accept suggestions and training. Weekly reports indicated (1) increased parental involvement; (2) improved interaction; and (3) increased parental construction of ideas for improving the development of their infant.
From this study, the results seem to show that a home intervention program for mothers of infants and would be productive.

Reference.

Demonstration and Research Center for Early Education. Intervention with Mothers and Infants, Annual Progress Report. Nashville, Tenn: George Peabody College for Teachers, 1969.

DARCEE
An Experimental Preschool Program for Culturally Deprived Children
Susan W. Gray, and Rupert A. Klaus

Orientation. This three-year developmental program (summer 1962 through winter 1965) was an intervention project for culturally deprived preschoolers attempting to offset the progressive retardation which shows up in cognitive development and school achievement. The main interests were (1) achievement motivation, (2) delay of gratification, and (3) selected aspects of perceptual and cognitive development.

Population. Sixty children, all born in 1958 in a Southern city of 25,000 were selected for the test. Their families were black, poverty-stricken, and culturally deprived. These children were divided into two experimental groups and one control group. In addition a group of 27 children from a town 60 miles distant were used as a distant control group. Culturally deprived was defined on the basis of three stimulus potentials and five reinforcement variables.

Curriculum. The curriculum was concerned mainly with attitudes toward achievement and parent's attitudes toward achievement.

Method. A teacher visited the mother at her home and tried to help her understand how to aid her child in attaining the aspirations that the mother had for her child. The first treatment group (T_1) had 3 years of summer school (10 weeks each) and during the school year a teacher visited the home through the first grade. The second treatment group (T_2) had the same program as T_1 but began a year later. The control group (T_3) was tested and during the third summer received two hours of play once a week. The distal control group (T_4) was tested only. The two treatment groups each had a directing teacher and four teaching assistants so that there were groups of four to six children with one teacher. In addition to the three major interests, these small groups were to (1) change the child's motivational pattern; (2) provide extensive verbal interaction; (3) provide a figure to identify with; and (4) individualize reinforcement and schedules. Regular nursery school materials and methods were used.

Assessment Indices. Instruments used included Stanford-Binet, Wechsler Intelligence Scale for Children (WISC), Peabody Picture Vocabulary Test (PPVT), Illinois Test of Psycholinguistic Abilities (ITPA).

Results. The final tests to ascertain whether the progressive retardation has been offset were given when the children had been in school for two years. (See Gray and Klaus, Seven Year Report following.)

Interim results -- On the Stanford-Binet, the difference between the experimental and the control groups was significant at the .05 level. The WISC was given once in May 1964 and indicated that the two treatment groups were already obtaining different results from the two control groups.

Group	Beginning Test	August 1964
T_1	86	95
T_2	91	95
T_3		loss 4 points
T_4		loss 5 points

These changes were sustained 27 months. Comparing T_1 to T_4, it would seem that T_1 had offset retardation and T_4 was showing progressive retardation.

On the PPVT, the results are similar to those with the Stanford-Binet although T_1 is not greater than T_2. The differences between the experimental and the control groups were significant at the .05 level.

The ITPA was given twice. The treatment group were below the norm although the results of three of the subtests were better than expected. Differences between the experimental and the control groups (except on the subtest of motor encoding) was significant at the .05 level. On the preschool screening tests for entering first graders, the experimental groups did much better than the control groups and about the same as the nondeprived children.

Reference.

Gray, S. W. and R. A. Klaus. "An Experimental Preschool Program for Culturally Disadvantaged Children," Child Development, 1965; 3b, 887-898.

DARCEE
THE EARLY TRAINING PROJECT --(SEVEN YEARS REPORT)
Susan Gray and Jeanne Forrester

This project was the model for DARCEE's intervention programs and this report covers seven years after the original project and focuses on the children who have finished the fourth grade. Fifty-six of the original children in the treatment groups and 24 of the children in the distal control group were tested to ascertain long range effects of early training.

On the Stanford-Binet, the experimental group scored significantly higher than the control group (p. 05). Until the children entered school, the experimental groups showed a modest increase in scores which was greater than expected and the control group showed a slight decrease. All groups improved in the first grade; however, all groups showed decreases over time. This is attributed to the influence of a mediocre environment and school situation. Experimental group children scored significantly higher on the ITPA through the first grade and significantly higher on the Peabody Picture Vocabulary Test through the second grade. The Metropolitan Achievement Test and the Stanford Achievement Test both showed that the experimental children achieved consistently more than the control children. During the first tow years of school, the differences shown in one-third to one-half of the subtests were significant. However, by the end of the fourth grade, the differences were not significant.

Horizontal and vertical diffusion effects were also studied by using local and distal control groups. Horizontal diffusion was measurable. The vertical diffusion effect was demonstrated twice when children who were nearer in age to the experimental children scored significantly higher on the Stanford-Binet than siblings from the control groups. Programs for early training centers have been derived from this project.

Reference.

Gray, Susan W. and Rupert A. Klaus. The Early Training Project: A Seventh Year Report. Nashville, Tennessee: Demonstration and Research Center for Early Education, George Peabody College for Teachers, 1970.

HEAD START CENTERS

FAIRBURY, NEBRASKA, HEAD START
Blue Valley Community Action, Inc.
Fairbury, Nebraska
Kathryn B. Molczyk, Director
Merl C. Hokenstad, Director of Planning,
completed the questionnaire

Since the summer of 1967, this rural program has operated year-round for two to four hours per day, five days per week. Beginning in 1970, the summer program was eliminated. There were 72 children, ages three to five directly involved, and 100 indirectly involved. Eighty parents participated directly and 40 indirectly.

Parents made up 90 percent of the advisory committee and policy board and became involved before the program goals were set. Parents shared responsibility for choosing the staff and teaching their own children; their opinions were solicited in administration; there has been no parent participation in developing teaching materials. Home visits are made when necessary. One parent per day served as a volunteer in the classroom, and older brothers and sisters, college students, senior citizens, and other interested community members, recruited through the Community Organizers, have helped in the center as volunteers. Parent meetings have been held monthly with speakers chosen by the parents. Babysitting, medical and dental assistance, and transportation services have been offered to parents. Social service aides were hired in 1970 to coordinate new programs for further parent and family participation, including an effort to develop father involvement. Parents will also be included in in-service training. Six parents serve on the staff, two as teacher-aides, two as bus drivers, and two as cooks.

Psychological testing was a part of the program and has been used to evaluate the effect of Head Start. The staff, Policy Advisory Board, Career Development Committee, and the Board of Directors assist in an ongoing process for self improvement. School officials will be asked to assist in the evaluation of children in the future. Staff evaluation occurs periodically.

Parents have made a limited contribution; however, there will be a greater effort to obtain parent involvement in the future. The director states, "Children whose parents were not involved were wanting more attention than those children whose parents were interested. They were very much aware that their parents were not involved regardless of the reason. These parents [those involved] realized the importance of taking time for their children. [They] are more able to communicate with others."

LAMBERTVILLE/PITTSTOWN YEAR-ROUND HEAD START
Northwest New Jersey Community Action Agency
Jane Choate, Director, Lambertville, N. J. Center
Mary O'Neil, Director, Pittstown, N. J. Center
Alex Orfanelli, Project Coordinator, Completed the Questionnaire

Primarily service oriented, these programs have a goal of establishing an educational and psychological background which prepares children to enter kindergartn. A total of 30 four to five year old children, and 30 parents participated directly in these programs. Urban Lambertville is predominantly black and rural Pittstown is predominantly white. The programs have been operated 9½ to 12 months per year, for two to four hours a day.

Parents served in both advisory and policy making capacities and filled these roles before the program goals were set. Membership on each body was 98 percent parents. Program information reached the homes by newspaper articles, special projects, and a newsletter developed primarily by the staff.

Parents shared the responsibility for administering the program, choosing staff, and teaching their own and other children. Parents advised on the development of teaching materials, and have been encouraged to participate through home visits and telephone contact.

Parents were always welcome in the classroom and about 50 percent participated in visits. Ten percent served as volunteers and all aides were parents. Twenty-five percent of the parents participated in weekly field trips, and home visits were made monthly. Babysitting services, transportation and well-planned programs were used to encourage parent participation. Adult Basic Education and basic requirements for the GED were available to parents. The role of the coordinator included responsibility for working with parents.

The most successful effort with parents has been their complete involvement with the Policy Advisory groups in running the program and their involvement as aides and volunteers. Lack of special activities for fathers and lack of program assessment techniques are listed as major weaknesses of the program.

Participation of parents has been somewhat limited, but their contribution to the program is considered worth the cost and effort expended. The coordinator views parent involvement as contributing to constructive discipline of the children at home. Parents have developed a new viewpoint on the problems of children and are more understanding; parent-child interactions have increased. At the community level, some parents have become more involved in local politics.

ELKTON-PIGEON BAY PORT, MICHIGAN
Parents as Primary Change Agents-- An Experimental Head Start Program of Language Intervention
In conjunction with Michigan State University, East Lansing, Michigan
Robert Boger, Judith Kuipers, Marilyn Beery

Orientation. The purpose of this study was to determine the effectiveness of a parent-as-change-agent model in an ongoing Head Start program. Specifically, the study involved a home language intervention program in which mothers worked with their Head Start children using specific materials developed in teacher-directed workshops.

Population. Seventy-two Head Start families were selected.

Method. The study incorporated a pre- and posttesting design to ascertain the effects in three treatment groups: (1) developmental language treatment, (2) structured language treatment, and (3) placebo (workshop) treatment. The mothers met with teachers two hours a week for twelve weeks to develop materials of the types above to be used in the home. Mothers unable to attend the meetings were visited at home and given materials and directions.

Curriculum. No precise description of the curriculum was given on the questionnaire. The materials were related to linguistic, intellectual, and self-concept development.

Assessment-Indices. Testing instruments used to determine the effects of the differentiated short term parent training as reflected in linguistic, intellectual and self-concept performance of the children were WIPPSI, ITPA, MSU Self-Social Constructs Battery, Hess & Shipman Mother-Child Interaction Tests, and MSU Tell-a-Story Test.

The subjects were pre- and posttested with the above instruments.

Results.

1. Language skills increased for all the subjects whose parents participated in language training programs.

2. The children developed a more positive self-concept and a more positive perception of their mothers' view of them if their mothers interacted with them personally and specifically, than did the group which did not receive such interactions.

3. Participating mothers increased (a) their own verbal and linguistic skills, and (b) learning quality of the child-mother interaction.

4. Children whose mothers participated in a specific parent education program do better on general intelligence tasks than subjects whose mothers participate in a general workshop or have no treatments.

Reference.

Boger, Robert P., Judith Kuipers and Marilyn Beery. Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention. East Lansing: Head Start Evaluation and Research Center, Michigan State University, 1969.

COMMUNITY ACTION PROGRAM OF OKLAHOMA CITY & COUNTY, INC.
Oklahoma City, Oklahoma
Thomas E. English, Director
Dorothy S. Driver, Head Start Specialist, completed the questionnaire

This program was begun in August 1965, as a primarily service-oriented program, with the objective of providing daycare services for families with preschool children so that the parents will be able to begin training through coordinated manpower programs and thus obtain better paying jobs and improve their family's financial standing. Child development and child rearing classes were held for parents to give them a better understanding of their children and to increase their competency and security. Parent policy advisory groups were converted into action groups to work on the problems of transportation, poor housing, etc. Children between two and five years of age have been offered educational experiences which aid them in developing good learning habits for school.

The program operated five days a week, 12 months a year, serving 659 children, 562 parents, and had a staff of 128 in 1970. There were 262 three to four year olds, 217 four to five year olds, 147 five to six year olds, and 33 six to ten year olds. There were 507 blacks, 104 whites, 47 Indians and 4 Mexican-Americans.

One fourth of the budget has been allocated to parent group activity. Parents became involved in the program's advisory committee during the proposal writing stage and served on the policy board before the program goals were set. They made up 51 percent of these organizations at the county level and 80 to 100 percent at the center level. Parents advised in the administration of the program and shared the responsibility of teaching their own and other children.

Methods of achieving parent involvement included home visitations, school visits, field trips, open house, work sessions, panel discussions and demonstrations, parent club or monthly parent-teacher meetings, and individual conferences. Incentives to maintain parent involvement have included use of parents in recruiting and planning meetings. Refreshments were served and babysitting services were provided at meetings. Father involvement has been sought by means of work nights in which the fathers repair and paint equipment and facilities. Specific education activities for parents included child rearing, home finance, and basic adult education, with special services offered such as babysitting, counseling, and tutoring. Older siblings have been offered vocational training, recreational

programs, and jobs as teacher aides in the classroom. Parents have moved up a career ladder from teacher aide to assistant teacher to teacher II. The staff developed the curriculum. Grandparents have often served as volunteers.

Involvement in the policy advisory committee has been most successful because parents have been encouraged to make meaningful recommendations to the board on site location, funding, program evaluation. The program contributed to improved economic conditions for the parents, a better understanding of children and better guidance and handling of their children.

PARENT AND CHILD CENTERS

BARTON PARENT AND CHILD CENTER
Barton, Vermont
John A. Chater, Director

Orientation. Primarily a service oriented program with a heavy emphasis on involving and meeting the needs of the entire family, this program focused on specific intervention activities with the children. It attempted to provide the child with new experiences and assist the parent in dealing with the daily problems of living while providing him with skills and resources for growth, independence and full and healthy life. Planning, staffing, and action are guided by four principles:

1. When people have responsibility for a program, they become effectively involved.
2. People must act as well as talk about needs.
3. People with similar backgrounds and experiences and who can show concern are the best helpers for families.
4. The helper who is effective uses readily available materials in a creative way.

Population. Thirty-five infants, aged 0-1½, 70 toddlers, aged 1½-3, and 35 preschoolers aged 4-6 from 75 rural families participated.

Curriculum. Family style mixing of ages of children one week to five years of age allowed older children to help teach the younger. Primary language and concept development were provided at the centers. Materials encouraged the intellectual and emotional growth of the child. Children acted out conflicts through play. A specialist in language development conducted Saturday workshops on speech and language development for staff members who attended voluntarily.

A program to develop new toys for cognitive stimulation of infants and young children with the assistance of a Ford Fellow and consultation of Jerome Bruner has been started. The family aides worked out a method of play that involved the mothers with their children. Mothers have seen the basic steps involved in play and have been trained with toys to stimulate creative conceptual involvement. In these situations the mother could discover or rediscover her child. Videotaping was planned so that mothers could evaluate their interaction with their children. Curriculum features for individual age groups included:

1. Infants-- Physical care and cognitive stimulation. Mothers are just beginning to be taught how to stimulate their infants.

2. Toddlers-- Helping child explore his environment. The family aide shows mothers developmental activities that capitalize on the tremendous energy of toddlers. The program in the center focuses on preparing the child to better face the daily world.

3. Preschoolers-- Assisted in the care of younger children, set tables, etc. Their activities included photography, listening to records, exploring books and toys. The summer Head Start Program is being converted to a full year program.

4. School-aged children-- There were 125 children over age six in the PCC families who did not participate in the center daily. The need for good programs for them is recognized and the social service coordinator is starting to develop such programs.

5. Teenagers-- There will be an open-house policy for teenagers of PCC families and activities for them will include group workshops, social events, films and activities that the teenagers select. Plans are being made for a summer program for teens and sub-teens which might include a truck garden, swimming, and an educational program.

Methods. Before the centers were fully operating, the aides spent most of the time in the homes. The relationship between the PCC staff and the family has been determined partly by the needs and degree of independence of each family. At first the family aide attempted to help the family meet its physical needs (food, clothing, housing) in the process establishing mutual trust and understanding. When these needs have been met, the child development goals became more important, and family members were involved in the center's program and in learning groups. Parent assistance has been given in taking advantage of other community agency services. As parents began to develop more independence and leadership skills, they were involved in activities such as in-service training. The aide devoted increasing attention to the children, stimulating parent's interest in their roles in the development of their children. In response to individual needs or requests, aides also taught cooking, sewing and homemaking skills.

Children spent a half day per week in the center, partly because of limited transportation, severe climate and great distances between home and center. Plans call for an increase

to two half-days per week for each child, with sessions held mornings and afternoons Monday through Thursday. Fridays would be reserved for staff meetings and in-service training.

In 1970 there were four centers, spaced geographically to meet the needs of the most people. These centers served as social gathering places for mothers otherwise isolated. Many mothers also see their visits to centers as an opportunity for rest and recuperation. As they got to know and trust the staff, communication became more open. They began to enjoy their children, with some of the burden of their care being shared with others. Mothers were able to focus attention on individual children and share enjoyable experiences with them, something often impossible in overcrowded homes.

A father's program emphasized the importance of the father to the development of the child. Several staff members worked directly with fathers. A social service coordinator counseled and provided direct assistance. A male social service aide, who focused on the social service problems of the family, attempted to work with and through the father. A social service trainee worked with the men, organizing a Leadership Training Program, designed to promote cooperation in solving common economic problems. Workshops were to have been held on such topics as organizing for community change and consumer action.

Activity days for parents have been held once a week and have included such activities as public health seminars, child development discussions, movies of an area of interest or concern. Questionnaires sent to each family were used in the planning. An Adult Interaction Group included 41 families who helped each other in such ways as obtaining fuel and repairing houses, and included social activities. Evening workshops provided instruction in home repairs.

Three mothers have been employed as family aides, one mother as a child center aide, one mother as a family aide trainee, and a father as a social service trainee. The family aides, all local women, were the core of the program. Weekly in-service training has been provided and seven parents have attended Goddard College for an adult degree program leading to a B.A. degree. Volunteers have also been used extensively. Sixty college and fifty high school students and adults from the community assist with the center programs. Volunteers are used to provide companionship and experiences to fatherless children.

Families who have participated in the project since it started have begun to join activities of local action groups to discover ways to become more effective citizens. For example,

an Intermediate Low-Income Representative Association sent delegates to the Poor People's Congress and sponsored Project SHARE which provides emergency food money, furniture, clothing, community and family gardens. A housing program in the area has been started and its board of 25 members, which includes some PCC mothers, will control the nonprofit corporation. Two day-long workshops on the problems of early childhood education brought together PCC participants, staff, and local community people. Sixteen representatives of the poor were named to the Parent Advisory Committee in an election run in the democratic manner of a Vermont Town meeting. The Parent Chairman, Vice-Chairman, and Sub-Committee Chairman in 1970 were all representatives from the poor. Parents comprised a majority of the PAC and it has been a setting for development of leadership skills. Many of the board members have become interested in the program and have become staff members, which means a rapid turnover of board members. Local trade unions have provided leadership training.

Assessment Indices. The Bayley instrument was administered to a sample of children near the beginning of the program and in the Spring of 1970. Dorothea Stockwell made a subjective evaluation July 1969-March 1970 from her observations, conversations with the aides, notes taken from interviews conducted with the aides and the staff, and monthly summaries submitted by the aides. All of the achievements were evaluated in terms of the PCC objectives and from a phenomenological approach using Maslow's Hierarchy of Needs as a frame of reference.

Results. Improved school attendance for 17 teenagers and younger children. Eleven of the heads of the household of PCC families found and held better jobs, and three others enrolled in M.D.T.A. Courses. Other changes in the parents included better handling of family income, improved housekeeping, improved physical health, and, in some cases, increased marital stability. Stockwell reported the following changes as rated by the aides:

1. Mothers provided a better diet for their children, became better housekeepers and began to participate in activities with their children. Mothers served on planning committees and organized activities of their choice and began to see the center as more than a babysitting place.

2. Fathers worked steadily and seemed more responsible about their families. Fathers recognized that it is good that their kids can learn when they are so young.

3. Parents attended to the medical needs of their children, showed less favoritism and became more aware of the needs of children not in the program. The attention the aides paid to the children pleased the parents.

4. Younger children began to exhibit a greater degree of independence. Male children became attached to a male volunteer who fulfilled their needs for a father figure. Children got along better with their siblings and playmates. However, some children did not respond to the influence of the center, and some were still unmanageable.

Some of the problems of the program are that followup by the aides has been weak and sometimes lacking. Home visits occurred less often than was considered desirable.

Reference.

Chater, John A. Refunding Proposal. Barton, Vermont: Parent and Child Center, March 31, 1970.

MT. CARMEL, ILLINOIS PARENT-CHILD CENTER
Mt. Carmel, Illinois
Melvin Noe, Director

Orientation. The central aim of the program was to provide a continuous learning process for the children in the center by improving their home environment physically and economically through improving the knowledge and attitudes of their parents so that the child's education can be reinforced and centralized in a total sense. The program was also designed to assist low-income families break the bonds of poverty by educating both young children and their parents, by providing parents with training in child psychology and family relations, and by helping the family meet food, clothing, shelter and health needs. The program is concerned with the emotional and physical development of the child, as well as his intellectual success, and also offers social services to the families including job-training for parents and community involvement projects.

Population. Thirty-one children 3 to 17 months of age, and 19 children, from 17 months to 3 years, from three outreach counties and the two centers participated. Twenty-four siblings attended the afternoon class in the centers at Fairfield and Mt. Carmel, and 19 of those attended regularly. Of the 69 children, 80 percent had regular attendance. There were 32 families which utilized the centers, sometimes three or four times per week.

Method. The infant outreach portion of the program (0 to 2 years) included sequential learning tasks, infant-stimulation activities, social adjustment and language development tasks. The outreach program provided extra stimulation, health, nutritional care, and motor activity to children from 0 to 2 years of age. Mothers of three-month-old babies were encouraged to bring their children to the center for two hours per day, four days per week.

In the three to five age program, these same tasks were taught in a sequential pattern using more formal instructions, presentation of toys and positive reinforcement techniques. Discipline, cleanliness and nutrition were part of the curriculum. Health training was aimed at both parents and children. The sibling program extended educational training to the homes. A teenage recreation program was also provided.

The program was child centered to the extent that it used a fairly unstructured activity schedule in which the child was allowed to choose from several basic activities to accomplish a certain learning objective. This added freedom reduced behavior problems with the children. A sequencing of activities was used, depending on the mastery of each specific skill.

In home visits and parent conferences, the emphasis was on building a positive relationship between parent and child, which is fostered by allowing the parent to assume the role of teacher with his child. The teacher aid provided a teacher model for the mother to pattern after and presented learning activities designed to promote order and organization and increase attention span and interest in learning. A mobile library was used to provide educational materials, toys, repairing tools, etc., for those who could not get to the centers.

The parent education curriculum included child discipline, child development, personal hygiene, pre-natal education, birth control, consumer education, time budgeting, laundry procedures, sewing, upholstery, and woodworking. Because of the very authoritarian child rearing practices of the clients of the program, discipline techniques were stressed in parent education classes and also in the positive reinforcement techniques used with the children in the center. The parents learned developmental child psychology so that they could better understand and work with their children. The health care of the entire family was another area of emphasis, including cleanliness and nutrition training. An effort was made to involve the parents in community activities, and vice versa. Other subjects covered in the adult classes and discussion groups included the importance of budgeting their income and how to budget; how to clean properly; how to cook economically and nutritionally; how to obtain available community and government services. High school and sewing instruction were offered. In-service training was provided for parents, staff, and social worker aides throughout the year.

An advisory council, consisting of 15 parents, 10 community representatives, and staff members, helped plan the program and strengthen group communication. Each of the five county parent groups were involved in different kinds of activities, based on the needs of each group. Father-involvement was one growing area of participation, by means of a wood-working shop and repair and upholstery shops. The PCC became a hub for referral services in the area providing job opportunities for many fathers.

Follow-up activities include encouraging parents to remain in the adult education program after their children are through with center activities, continuing the home visits, employment referral services and recreation facilities to families, and the providing of tutors for school-age children who need special educational assistance. The health program is also extended to all previous PCC clients.

Assessment Indices. No standardized tests have been administered to participating children, but were planned for the coming program year (70-71). Aides were interviewed to discover program weaknesses. Mothers whose children had been in the program for seven months or more were interviewed in November, 1969. Responses from professional people who had been closely associated with the program were compiled.

Results. A subjective evaluation of the success of the program indicated that improvements had been made in community interest and involvement in the program; parent rapport and involvement; health, hygiene, and employment standards of the families; enthusiasm and interest of the children; and in the children's communication skills and social adjustment. The education of the parents brought about their willingness to accept more of the responsibility and take more of an active voice in the program. It also led to better family relationships and higher living standards of those involved. A suggested area of follow-through is to link the two centers more closely, working in conjunction with the Head Start program and the public school system in order to provide continuity of learning and thereby sustain results. Following are program strengths and weaknesses as assessed by the director, staff, and parents and recommendations made by the parents:

Strengths

1. Good leadership and "people development."
2. Accepted by the community as a worthwhile project.
3. Parent-involvement produced a healthy attitude and an answer to their problems. Fathers became more involved.
4. Guidance and family counseling has led to more harmonious family life.
5. Early child stimulation matures children ahead of their siblings. Children are developing at an accelerated rate.
6. Daycare center provides an opportunity for both mother and child development.

Weaknesses

1. Lack of professional training puts too much burden on aides.
2. Health care program could be stronger.
3. Lack of depth in program.
4. Employees of PCC benefit most.
5. Not reaching some low, low SES population.
6. As a federally funded program, it may be phased out in the future.
7. Lack of mental health program.
8. Lack of objective, standardized assessment indices.

Recommendations of Parents

1. Program should be developed for the entire family, which has the father as the primary figure.
2. Aides should continue training (in-service, university, jr. college) so that they can handle a wider range of situations.
3. Staff should be encouraged to be innovative, self-directive, and should be given as much responsibility as can be handled.
4. The program should prepare people for outmigration when it would be to their advantage to work in another locality.
5. The mass media and speeches to groups can be used to explain the program and its needs, or those which could be filled by civic groups and volunteers.

References.

Butler, Boyd. An Evaluation of the Parent-Child Center Program, Mt. Carmel Illinois, Communication Development Services, Carbondale, Illinois: Southern Illinois University, April 9, 1970.

Noe, Melvin. Director's Report. Mt. Carmel, Illinois: Parent-Child Center, 1970.

OMAHA PARENT CHILD CENTER
Omaha, Nebraska
Mrs. Nonnie Shrier, Director

Orientation. As a total approach program, the Omaha Parent Child Center concentrated on (1) child development to provide the child with the psychological and educational tools that he needs to compete, (2) parent activities which foster cooperation between parents and will emphasize constantly the importance of the male image in the home and the necessity for male leadership in the home and elsewhere, and (3) training in the areas of child care and child development for parents and interested teenagers in order to begin career preparation.

Population. The program was located in and served a North Omaha area of greatest concentration of poverty. This section includes two housing projects where there are many welfare families who have a complete range of domestic, social problems. Originally the program served only families with nonworking mothers, but with the increase of training and employment opportunities in the community, many mothers went to work or attended classes.

Method.

Administration-- The program has been administered by the staff with the advice of the PAC. Parents have been involved in decision-making on many issues. Mrs. Nonnie Shrier, Director, explained that the Omaha PCC had been chosen "to be granted single agency status by the national office." When this occurs, the PAC will be the governing body. Parents, having majority representation on the PAC, will control policies of the agency.

Home Program-- During the first year of the program, there were no facilities for a center program. Thus, the Early Childhood Educational staff concentrated on visiting the parents and children in the home, striving to accomplish the following:

1. Inform and alert parents regarding expected norms of children in their early childhood years.

2. Evaluate the home environment as it related to availability of toys, books for children, tricycles, etc., in order that parents might better be able to relate to the child's environment, and understand that environment as the child does.

3. Evaluate the child in categories of gross motor, fine motor and adaptive, language-cognitive and personal-social skills and developmental norms.

4. Encourage the parents to strive to establish within the home a trustful parent-child relationship so that parents, being in sufficient control of themselves, will not feel threatened by the child. Such an atmosphere will enhance the parents in the area of child discipline.

With the establishment of a center program, the home program continued with weekly visits from the Home Community Worker and an LPN. During these visits, the Home Community Worker (1) discussed, encouraged, assisted, and evaluated the continuation of the children's activities; (2) encouraged attendance at parent meetings and other activities; (3) provided the necessary social services by direct action such as transportation or referral to the appropriate agency under the supervision of the Social Worker; (4) provided a listening post for parents; (5) developed rapport with parents; (6) explained and interpreted the program content, including male involvement, and the limitations of the program.

Center program-- Three classes for children aged six months to three years were held in the mornings, with a hot breakfast served each day. Parent activities were also held in the center.

Twenty-two percent of the personnel budget has been allocated to the professional staff and 78 percent provided employment opportunities for residents of the area served by the program. Paraprofessional positions included teacher assistant and Social Worker Trainees. Most staff training, including child development, problem solving, community resources, attitudes and sociology as related to local problems, has been made available to parents, other family members, and volunteers also. Several members of the staff and some parents began work for the GED certificate.

Parent Involvement-- In addition to forms of parent involvement already mentioned, there are educational programs for parents. All parent activities aim to (1) provide a vehicle and an opportunity for self-expression; (2) provide an opportunity for development; (3) enhance selfesteem and selfimage; (4) to provide relaxation; (5) provide an opportunity to meet and feel at ease with persons who are not family or previous friends; and (6) provide a vehicle to find solutions to community and personal problems. Group discussions, speakers, films, videotaping and tape recording are methods which

have been employed to meet these goals. Training programs in the fields of education and social work have been held for parents and teenagers to up-grade their employability. For those working towards the attainment of a GED certificate, tutoring was made available.

The male Program Specialist has the chief responsibility for involving men in the program. Male involvement was not limited to fathers, for in fatherless homes there may be a male figure such as a boyfriend, uncle, grandfather, etc. Area ministers and neighborhood social clubs have aided in the attempt to get meaningful male involvement.

The impact of parent involvement has been increased self-confidence and esteem. A major strength of the program lies in the fact that parents have been and will continue to be involved in the decision processes. This has given them confidence in themselves, their abilities and their potential for achieving their personal goals. Parents have assumed responsibility for continuing the success of the program and for involving other parents. Especially beneficial to parents has been their attendance at regional and national meetings. Such experiences have a significant impact. Exposure to this stimulation has resulted in increased interest in all facets of the program and a resolution to share with others the importance of being actively involved in every level of PCC and community affairs

Services-- The relationship between participants and Home Community Workers and other staff has been quite close. Referral to other activities programs and opportunities has become routine practice as knowledge is gained of the participants and the entire family. Such referrals have included medical and dental services, vocational and personal counseling, tutorial and training programs, and transportation. The Omaha PCC developed close contacts with many other service agencies, with PCC staff and parents serving on committees and boards of some of them. PCC participants have also been active in forming a new non-profit corporation, Neighborhood Economic Community Development Union, which fosters economic development in the area. This union will possibly provide the PCC with permanent center facilities in the future. The PCC has also operated a Crisis Loan Fund for emergency food and appliances. The PCC Child Development Clinic handled the medical needs of the PCC children.

Evaluation. The Department of Psychiatry of Creighton University College of Medicine has begun the local evaluation program. Psychological measures to be used include Gesell Language Ability Scale and the Vineland Social Development for children and the Edwards Personal Preference Scale and the Fels Parent Behavior Scale for parents.

References.

Mrs. Nonnie Shrier. Personal Correspondence, July 28, 1970.

Parent-Child Center. Application for Community Action Program. Omaha: Greater Omaha Community Action, 1970.

APPENDICES

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APPENDIX A

Concerns of Parents

The following needs were cited by parents who served as consultants to the Child Development/Daycare Workshop, July, 1970, in Warrenton, Virginia:

1. Inclusion of older children in the daycare concept.

2. Bilingual and bicultural programs designed and taught by members of the ethnic group being served.

3. 24-hour programs for mothers/parents who work late shifts in hospitals, etc.

4. Drug abuse education program to begin at age three because of prevalance of drugs in urban ghettos and early age at which children become drug users.

5. Workshops for parents at centers and more home-parent family centers.

6. More centers for migrant children open to all migrant children. Presently only children of nonworking mothers can attend the centers. Sometimes these are the children in most desperate straits.

7. Total parent involvement in making policy decisions for centers, including the hiring and firing of staff.

8. Inclusion of parents in conferences and planning programs for their children.

9. Increased parent-professional discussion of the total environment of the child. "Professionals whose children were raised by nurses can't tell us how to raise our children," commented one parent.

10. Training of parents to help children at home after daycare. "Confusion in the mind of the child created when the child is given all these things at daycare centers and nothing is done to change conditions at home." Also, parents should be trained to work in the center.

11. Monitoring of Federal programs so that guidelines are followed and do not exclude people who should be eligible for daycare. (This was related to several experiences of parents from Southwest Chicano groups.)

12. After-school programs including recreation programs; craft workshops; art and music programs and courses; group discussions for teenagers; leadership development programs for teenagers, particularly of ethnic groups; ethnic studies and history courses.

13. Transmitting awareness to children that there are social and economic conditions outside the control of their parents, that contribute to poverty, so that children can understand how to combat these conditions, and not blame their parents.

14. Delivery of services by people of same ethnic background, so that a positive self-image is fostered and the ethnic culture preserved.

15. Provisions for working parents to spend time during the day with their children attending daycare center.

16. Subsidy of solo parents who do not meet poverty guidelines, but are still low-income, to the extent that daycare can be provided for their children.

17. Exhibition of proper respect for parents by center professionals.

18. Increase the ratio of adults to children. (This ratio needs to be higher in most existing programs).

19. More male staff in daycare programs to provide a strong male image.

20. Priority in funding to be given to the delivery of daycare services rather than research and experimental projects.

APPENDIX B

Parent Involvement Questionnaire

PLEASE READ THE ENTIRE QUESTIONNAIRE BEFORE FILLING IN YOUR ANSWERS.

This questionnaire is designed to obtain specific information from all child care or development programs which incorporate parent participation. Thus, the questionnaire is rather lengthy, requesting some information which may not be relevant to your program. However, we appreciate as much detail as possible on applicable items. Where items are not applicable please put NA. If additional space is necessary, write on the back of the page. The questions are grouped under seven categories:

I. Orientation and administration of your program.

II. The population affected by your program.

III. Policy making.

IV. Parent participation in your program.

V. The curriculum and training procedures of your program.

VI. The assessment indices for your program.

VII. Summary.

I. Orientation and Administration of Your Program:

A. Name of Program and funding agency:

B. Address of Program:

C. Director of Program:

Telephone number:

D. Name and role of person completing questionnaire:

E. Give the name, title, address and telephone number of any advisors or consultants to your program:

F. Please indicate whether your program is primarily oriented toward:

1. Research_____
2. Demonstration_____
3. Service_____
4. Training_____
5. Other (Please specify)_____

G. Please state briefly the theoretical basis or rationale of your program.

H. What are the goals or objectives of the program for both parents and children?

I. Is your program primarily conducted:

_____in a center (specify type of facility and number of centers)_____

_____in participants' homes

_____other (please specify)_____

J. When was the program initiated?

K. Is the program still in operation? Yes_____; No_____.

If not, how long was it in operation?_____

L. How many months of the year is the program in operation?_____

On the average a child is involved:

1. 1-2 hrs._____; 2-4 hrs._____.

2. 1 day _____; 5 days_____per week

M. What percent of the budget is allocated to:

1. Parent group activity:_____

2. Board activity if parents are involved:_____

3. Research and/or evaluation of parent involvement_____.

N. What is your best estimate of the cost of including parent participation in your program:

1. per family_____

2. per child_____

3. per parent_____

II. The Population Affected by Your Program:

A. How many children, parents, and staff, participate in your program?

	Directly	Indirectly
1. Children		
2. Parents		
3. Staff		

B. Give the following information about the children in your program. If more than one category applies, estimate percent in each for questions 1-5.

1. Age range: 0-1 yr.___; 1-2___; 2-3___; 3-4___; 4-5___;

5-6___; 6-10___; 10-12___; Over 12___.

2. Sex: M_____; F_____.

3. Ethnic Group(s):

4. Economic Group(s): Under $3000_____; 3-5000_____;
5-8000_____; 8-10,000_____; 10-12,000_____;
Over 12,000_____.

5. Rural_____Urban_____
Population of area served by your program_____.

C. How many one parent or two parent families participate?

1. One Parent:

2. Two parent:

III. Policy Making:

A. Do you have: Advisory Committee_____; Policy Board_____.
Do parents serve on: Advisory Committee_____: Policy Board_____.

B. Check the point at which parents became involved in your program's advisory committee or policy board:

	Advisory Committee	Policy Board
1. Before program goals were set		
2. During the proposal writing stage		
3. After funding-before program operation		
4. Soon after program began		
5. After program well under way		

C. What are the functions of the advisory committee or board?

D. If there is an advisory committee or policy board on which parents do not serve please specify its name and function.

E. What percent of the advisory committee or policy board is made up of parents?

F. What percent of parents serve on advisory committees or policy boards?

G. How are they selected?

H. How long do advisory committee or policy board members serve?

Is there a systematic arrangement for rotation?

I. What groups, agencies, or individuals other than parents serve on advisory or policy making boards?

IV. Parent Participation in the Program:

A. How are parents who do not serve on committees or boards informed about the progress of the program?

B. Is there a newsletter for parents?

1. developed primarily by: staff_____; parents_____.

C. How great a role do the parents play in the following activities: (place one check on the scale for each item listed below, at some point between 1 and 5

	Parents primarily responsible	Parents share responsibility	Parents advise formally	Parents' opinions solicited	No parei participa tion
1. Administration of the program:	1	2	3	4	5
2. Choosing the staff:	1	2	3	4	5
3. Developing the teaching materials:	1	2	3	4	5
4. Teaching other children:	1	2	3	4	5
5. Teaching their own children:	1	2	3	4	5
6. Other Specify:_____	1	2	3	4	5

D. How are parents recruited into the program?

E. Which of the following specific activities have been used to involve parents in the program? Please check activity at left of number and complete chart.

	FREQUENCY OF ACTIVITY	NUMBER OF PARENTS IN ACTIVITY	% OF PARENTS WHO GENERALLY PARTICIPATE	INTEREST LEVEL			
				INITIAL		PRESENT	
				HIGH	LOW	HIGH	LOW
_____1. Parents as observers in the classroom							
_____2. Parent education classes (child development, teaching techniques, etc)							
_____3. Group discussion							
_____4. Mothers' service groups							
_____5. Fathers' clubs							
_____6. Parents as volunteers in the classroom							
_____7. Family field trips sponsored by the program and/or parents							
_____8. Parents as teacher-aides							
_____9. Home visits							
____10. Other_____							

F. What incentives are used to maintain parent involvement?

G. In what ways do you specifically attempt to involve <u>fathers</u> in your program?

How successful have you been?

H. What special services are offered to the parents e.g., babysitting, medical care, counseling, toy lending library, book lending, home budgeting assistance, etc.

I. What specific parent education activities do you include?

J. What types of specific activities have been used to include <u>younger and older siblings</u> either directly or indirectly in the program?

1. Pre-parent training
2. Vocational training
3. Volunteers in program (how?)
4. Other

Are these activities coordinated with the public schools? Yes___; No___.

K. Describe activities that have been used to involve grandparents, other members of the family, or community, in the program and <u>identify</u> who is involved:

1. As volunteers
2. As home visitor
3. As staff members
4. Other contexts

L. If parents are employed what positions do they fill?

1. How many parents are in each of these positions?

2. How many persons other than parents serve in these positions?

M. Is there a "career ladder" for parents, for example, from teacher-aides to teacher assistants?

	Average Monthly Salary
Step 1_____	$_____
Step 2_____	$_____
Step 3_____	$_____

V. The Curriculum and Training Procedures of Your Program:

A. What type of curriculum is utilized in the education of parents and children?

1. Written curriculum_____

2. Informal curriculum_____

B. Who developed the curriculum?

C. Describe the curriculum and/or include.

D. Do you have a written program guide for parent training and activities? If so, describe and/or include.

E. In what ways do you specifically prepare your staff to work with parents or parent groups?

1. Is there a staff member assigned primary responsibility for working with parents? What role does he play?

2. Is there a staff member assigned primary responsibility for working with older or younger siblings? What role does he play?

VI. Assessment Indices for your program:

A. List any evaluative instruments or procedures which have been used to assess the effects of your program on:

1. Children

2. Parents

3. Staff

B. What kind of research design are you using to assess change?

C. Is there a control group(s)?

D. What are the variables you are considering (dependent variables)?

VII. Summary:

1. What single effort with parents do you consider to have been most successful? Briefly explain why.

2. What single effort with parents do you consider to have been least successful? Briefly explain why.

3. What activity do parents appear to consider most successful?

4. What activity do parents appear to consider least successful?

5. Based on a consideration of your experience with parent participation in your program, please indicate your general conclusions: (Please check only one point on each of the following three scales.)

Contribution by Parents

Made the most significant contribution	Contributed significantly		Made limited contribution	Made no contribution
1	2	3	4	5

Effort

Entirely worth effort expended				Not worth effort expended
1	2	3	4	5

Cost

Worth cost expended				Not worth cost expended
1	2	3	4	5

6. Describe ways parent involvement contributed to behavioral changes in:

   a. Children

   b. Parents

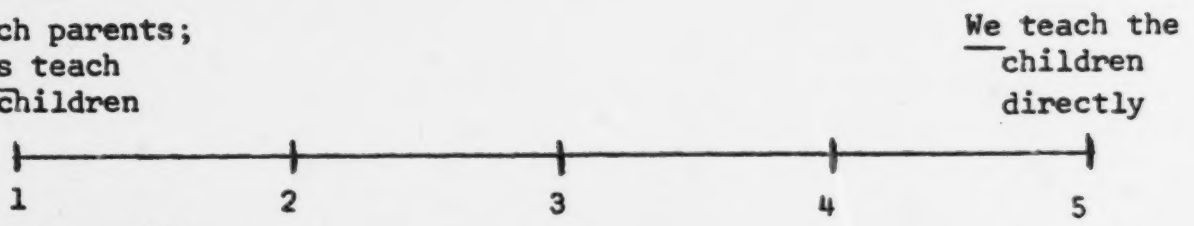
   c. Parent-child interactions at home

   d. Other members of the family

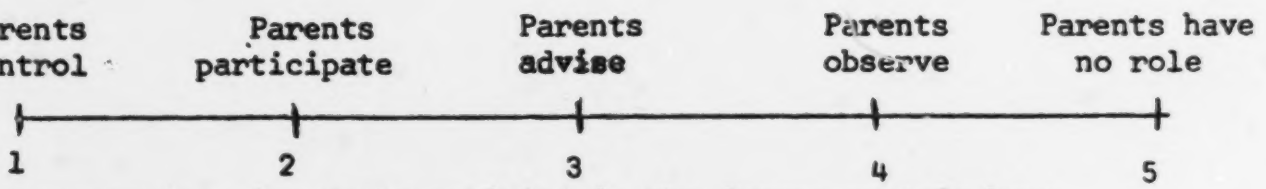
   e. The community

7. What is the extent of parent participation in the following areas:
   (Please check only one point on each of the following scales.)

   a. Child education (in the program):



   b. Decision making:



8. If your program is going to be modified in the future explain how:

9. We would appreciate:

   a. Comments about the questionnaire.

   b. List other good programs which include parent participation..

10. Please send any readily available research reports, articles, or other publications which are based on your program. If not readily available, please indicate where they may be obtained.

Thank you very much for your cooperation. The analysis of this information, combined with that of other programs, will make a major contribution to the White-House Conference on Children and to Daycare programs in the future. Please return the completed questionnaire as soon as possible to:

David B. Hoffman
Florence McCormick
Parent Participation Committee
c/o Florida State University
Psychology Department
Tallahassee, Florida 32306

APPENDIX C

Program Abstracts

PENSYLVANIA PRESCHOOL AND PRIMARY EDUCATION PROJECT
Harrisburg, Pa.
B. McInerrey, Director

Orientation. This program was begun in 1963 as a long-range attack on the drop-out problem and to develop and institute a comprehensive program administered by the school system to improve the education of disadvantaged children. The goal for parents is to change the attitudes and behavior of parents so that they will exert a positive influence on the educational development of their children. During the 1968-69 school year the project worked extensively in two school districts, one rural and one urban.

Rural School

Population. 122 Appalachian children, white and black, kindergarten through second grade, and four teachers. Income of 75 percent of the families was under $4,000. Eighty-two percent of the families had three or more children and 32 percent had six or more. About 70 percent of the parents had not completed high school.

Method. The school used a disgnostic ungraded approach to teaching. The parent education phase of the program included general meetings of all parents with discussions of the nongraded program and ways to enhance the child's home learning experience. Parents also received pamphlets on home teaching techniques. Parents volunteered in the classroom, telling group stories, giving individual attention to students, and helping in the cafeteria. Some families were visited at home by one of the teachers. Distance between the families presented a problem in getting parent participation.

Urban School

Population. 350 children, predominately white, first to third grade; 12 teachers and eight aides. Families came from a large, contained, poor community in a suburban area of a city.

Method. The children's education program employed team teaching, individualized programming, diagnostic teaching, nongraded procedures, and an enriched and supportive en-

vironment. The parent education program was developed and run by the parents themselves; the school staff was available but were not the leaders of the program. The parent program included classes in cooking, sewing and art. Parents took field trips together and assisted in children's field trips. They observed in the children's classes and began participating in the education of their children at parent meetings. With free babysitting provided, meetings were well attended. Parents published their own news pamphlets and established clothing and goods exchange. Parents filled roles of teacher aide, recruiter, and case aide. The parent group initiated community action projects, wrote letters to government officials, and circulated petitions. Some parents joined pressure groups in the community as a result of their growing involvement. Several parents took a trip to Washington to talk to Congressional representatives about problems of poverty. The school became a center of activity for the parents and a gathering place for frequent informal discussions. This parent acceptance of and involvement in the school changed the whole school environment.

Reference.

McInerrey, B. et al. Preschool and Primary Education Project. Harrisburg: Pennsylvania State Department of Public Instruction and Welfare, 1968.

TITLE I. PREKINDERGARTEN PROJECT
University City, Missouri
Melanie Knight, Title I Director

Orientation. In this urban program, parents are primary teachers of their children. Parents are taught to teach their children and children's perceptual skills are improved.

Population. Sixty disadvantaged four year olds who appeared most in need of development in motor, auditory, visual, language and cognitive skills as a result of a testing program. Two-thirds of the population is black. Mothers are required to participate.

Method. Children received two hours, one day a week. Activities were intensive and highly structured to improve perceptual skills. The emphasis was on visual, auditory, associative and verbal skills. Parents observed the first 45 minutes of the child's activity through oneway glass which separates the child's and the parents' room. Afterwards, the teacher and psychologist discussed with parents and explained the activity of pupil and the purpose served by the activity. Parents were given instructions and means for continuing this activity at home, as well as some insight into theory. The parents were required to work five to ten minutes daily with the child.

Curriculum. Written curriculum sheets were kept as a documentary and required organization of activities to become a manual. A partial curriculum was available. The manual was color coded according to skill area. Adapting to a full-time day-care program would require curriculum expansion for children, but the parent component could remain the same.

Dimensions of staff. The staff consisted of a full-time director, half-time psychologist, half-time teacher, half-time secretary and paid aides. The ratio of adults to children per session was 2-3 adults per 15-20 children. The program operated nine months for 30 sessions. The cost was about $500 per family (parent-child pair participating). This covered cost of faculty and parent materials. Enlarging program would require more space and planning time although the cost would continue to be the same per child.

Assessment. The most significant gains in the children were verbal.

References.

Knight, Melanie K. Proposed Research Design, Title I Prekindergarten Project. University City, Mo.: Office

of Research and Testing, University City Schools, August 12, 1969.

Knight, Melanie K. Title I Preschool, 1969-70. University City, Mo.: Prekindergarten Instruction and Demonstration Center, Office of Research and Testing, University City Schools, June 1970.

TWO APPROACHES TO GROUP WORK WITH PARENTS IN A COMPENSATORY PRESCHOOL PROGRAM

Ypsilanti, Michigan
G. Wittes and N. Radin

Orientation. Unstimulating home environments and specific child-rearing patterns contribute to production of a limited learner. There is a "hidden curriculum" in middle-class homes which prepares the child for school and promotes his learning once he enters the educational institution. This program investigates the effectiveness of lecture vs. activity oriented programs to modify child rearing techniques by informing parents about:

1. The vital role they play in their children's school performance through their child management practices;
2. The specific skills and attitudes which their children require for school success;
3. Child-rearing practices which foster the development of these skills and attitudes.

Population. Parents of children who were part of the Early Education Program of Ypsilanti, Michigan. Sixty-five women participated (2 E groups and 1 control group).

Method. Three unit courses--each composed of 6 weekly meetings for a total of 18 meetings. Incentives offered--small educational gifts for the children received after attending meeting.

Unit I: Principles derived from learning theory (use of reinforcement)
Unit II: Child management techniques
Unit III: Parental attitudes and practices which lead to development of attitudes and skills in the child needed for school achievement.

One experimental group was lecture orientated. The second experimental group was activity orientated; i.e., role playing and home assignments, etc.

Assessment. Indices for assessment included:

1. Revised Parent Attitude Research Instrument
2. Teacher's observations of mother's behavior
3. Changes in Binet IQ during program as a measure of intellectual growth in the child.
4. Cognitive Home Environment Scale

Conclusions. Participation in a parent education program can produce significant changes in child-rearing attitudes and practices.

Interaction effect of length of exposure, members characteristics, and pedagogical approach. With limited exposure the activity approach is superior. With lengthier exposure, a lecture discussion orientation is superior. In addition, social action activity approach may enhance mother's feelings of competency. Husbands felt new practices "too soft." Mothers articulated a desire to be involved in securing improved education for their children after preschool. The group parent program gave its members a sense of mastery and of professional parenthood. (They became concerned with their own performance in the role of parent.) This project provides evidence of intense interest disadvantaged families have in helping their children succeed in school.

Reference.

Wittes, G. and N. Radin. Two Approaches to Group Work With Parents In a Compensatory Preschool Program. ERIC: ED p. 035-056, 1969.

SUPERMARKET DISCOVERY CENTER
El Segundo, California
Robert T. Filep, Director of Studies

Orientation. In this pilot study, children were tutored while their parents shopped in a market in South Central Los Angeles. The objectives were: (1) to train three and four year olds in cognitive and tactile tasks, (2) to provide guidance for parents enabling them to review and reinforce the concepts taught, and (3) to establish training and employment, as tutors for central city senior high school and junior college students.

Population. Children -- sixty-eight three, four, and five year olds, Negro and Mexican American. Only three had been previously involved in any formal instruction. Parents--58, 54 female and 4 males.

Curriculum. Concepts of half, bigger/smaller, same/not same, rough/smooth, soft/hard.

Method. To recruit parents for the program, personal contacts with parents in the supermarket, followed by telephone and involvement of community agencies, seemed to be most effective. Children were left at the Discovery Center in the market, while their parents shopped. When the parent returned to the Center, she had an opportunity to observe how the tutor worked with her child on a one-to-one basis. The Center supervisor then discussed with the parent how she might use similar techniques with her youngster at home to reinforce and expand the teaching started at the Discovery Center. A home tutoring guide was also given to each parent. When the parents returned on their next shopping trip, they were asked what they had accomplished in the home.

Assessment Indices. Pre-and posttest items for each step in the curriculum for children. Attendance and follow-up telephone survey for parents.

Results. Since the program operated for only fifteen days, most children were able to attend only once or twice. It seemed that the children did learn the discovery tasks within the Center. This was evidence by the results on the criterion measures. These behavior gains were retrained from one week to the next. Twenty-seven parents brought their children to the program more than once, and all of these indicated that

they would return again if the Center was operating. Those parents who did not return after the first visit said they planned to return on the next pay period, they had been ill, transportation to the market was a problem, they had gone on vacation, or they would like a program that ran all day. Sixteen parents stated that they had come to shop at that market after hearing about the Discovery Center.

References.

Filep, Robert. Supermarket Discovery Center: Pilot Study, May - September, 1968. El Segundo, California: Institute for Educational Development, September 15, 1968.

SYRACUSE UNIVERSITY DAYCARE CENTER
Syracuse, New York
Ronald J. Lally, Present Director
Betty Caldwell, Former Director

Orientation. To provide experiences for young children and their families which will foster maximum intellectual and social functioning in the child. To supplement the cognitive inputs young children receive and compensate for debilitating home environments, special projects are set up to remove the child from his undesirable environment for set periods and provide him with an enriched environment in a preschool situation. The difficulty with this kind of approach is that when the child leaves the intervention program his level of functioning falls back to its previous level. This is attributed to the things happening to him in his home environment, both during and after the preschool experience. Lack of stimulation in the home is one area of difficulty. In order to correct the conflicting home-school atmospheres, this intervention program is seeking to make subtle connections between the child, the family, and the program. To achieve this coordinated effort, a combination home visit program and center operation has been developed which will make changes in the child's permanent environment - his home - and will help his parents deal with the changes in him that life in the enrichment center brings about.

Population. Clients--Families with one or two children, annual incomes of $5,000 or less, high school education or less, and a mother with no work history or unskilled work history. In each sub-group, there are 36 disadvantaged children from such families as these. There is a seventh experimental group consisting of 36 unwed high school women expecting their first or second child, who receive the parent-education training and follow-up for their children. Staff--Child Development Trainers who are indigenous women specifically trained to aid young mothers understand their children more; also teachers, teacher-aides, a dietician, nurses, and a doctor on call. The Research Staff is composed of psychologists, socialogists, and child development specialists who regulary evaluate the Center's program and the childrens' progress.

Curriculum. Program is divided into:

1. Prenatal program -- with weekly home visits by a Child Development Trainer, designed to aid the expectant mother to understand her own nutritional and health needs and to prepare for her new baby.

2. Birth to 6 months program -- continuation of home visits by Child Development Trainer, designed to demonstrate to the mother ways in which she can aid her child's development.
3. 6 to 18 months Program -- home visiting program is supplemented by a half-day program at the Children's Center, designed to give the child the opportunity for longer periods of structured play, with children his own age and ability levels.
4. 18 to 42 months program -- full day program in which learning experiences with children of varying ages are offered.
5. 42 months to kindergarten program -- full day program with intellectual games and tasks designed to prepare children for entry into kindergarten.
6. Graduate program -- for children in primary school as a follow-through for those still in need of help.

Method. At the center, children are given access to many rooms for activities, allowing freedom of movement and changing stimuli, but each room has its limitations as to its use. The four differentiated environments are a Large Muscle room, with climbing apparatus, riding toys, etc.; Small Muscle activities room containing manipulative toys and puzzles; Listening and Looking activities room with books and records; and an Expressive Activities room for painting, playing with clay, etc. Quarters rented for the Center include 12 classrooms, kitchen and dining area, indoor gym, teachers' lounge and offices.

Results. Intelligence and Achievement tests were underway with no results as yet. These tests were to have been administered at chronological points: 6, 18, 36, 48 and 60 months of age. Some tests used were: Early Language Assessment Scale, Piaget Sensori-Motor Test, Inventory of Home Stimulation (STIM), Peabody Picture Vocabulary Test (PPVT), WISC, ITPA, Binet Preschool Attainment Record, etc. Longitudinal studies are still underway and data is being collected. Later researh indicates that the use of paraprofessionals from backgrounds indigenous to the clients of these intervention programs make the best Trainers because of their abilities to communicate and identify with each other.

The anticipated results of the program are: (1) children in a combined home visit/center program will show less regression of development when they leave the program than those without the home component; (2) the earlier a family joins the Children's Center, the higher his scores and the better his perfor-

mance will be, particularly if the family enters the program at the prenatal level and continues through the graduate level; (3) amount of parental verbal activity and stimulation in the home will increase and will cause nutritional and health improvements for the entire family.

The most fruitful program approach has been the 18-24 month "Family Style" program in which youngsters of varying ages interact and learn together. It has been shown that older children take the little ones under their wings, teaching the younger children very successfully and providing feelings of being important and needed for the older ones. The free routine of this program also allows the child to make choices and decisions, since he must only participate in a specified activity at three points in each day (lunch, nap, and arrival-departure times). Otherwise, learning is unstructured with materials always available and the teacher taking her cues from the interest shown by the child. Teaching games, activities and mechanical media aid the teacher in keeping the child's attention and interest.

Work with Parents as Paraprofessional Educators (with Ira Gordon in Florida). The criteria for selection of Parent Educators was age, marital status, experience with babies, intellectual capacity, personality, and interest. If parents demonstrate ability to communicate and comprehend in an open-ended interview, they are selected. Such things as ability to understand the forms they would work with as Trainers, ideas about child-rearing and sense of responsibility were other factors taken into consideration. Training for the job included classes, role-playing, direct work experiences with mothers, children, and materials both in interviewing and teaching areas, and a five week program designed to teach ways to work with mothers so that they could provide activities for their children and understand why it was important for them do to do. PEP (Parent Education Project) materials designed to teach parents the importance of proper stimulation and activities for their children were studied by the Parent Educators for presentation to the families they will work with. Language was kept simple and direct for most effective communication. The parent educators initially worked with a training staff member for every three trainees, and in-service training sessions are held once a week, where lectures from professionals on child development and other educational methods were employed for the further enlightenment of the Parent Educators.

After the parent educator trainee becomes competent as a teacher-interviewer, he is assigned families to work with on a regular basis. Benefits of using parents as educators for parents of the same kind of backgrounds were demonstrated. Some problems experienced by trainees which have come up in the Parent Educator Program are:

1. Difficulty in communicating abstract ideas from training staff to Parent Educators and from Parent Educators to mothers.
2. Disillusionment or boredom under day-to-day functioning,
3. Too much rigidity in following staff instructions and not enough individual flexibility in dealing with each mother-child situation.
4. Reluctance to accept research and service responsibilities.
5. Resistance to changes in the program brought about by new research findings.
6. Over-identification with professionals rather than peers or vice-versa.
7. Desire to work directly with infants rather than with mothers.

Group problem discussions help eliminate most of these problems as well as the inservice training sessions being of benefit.

References

Lally, J. Ronald. Syracuse University Children's Center: A Daycare Center for Young Children. (Narrative description), Syracuse New York: Department of Family and Child Development, Syracuse University, February 22, 1970.

THAYER LINDSLEY NURSERY. ROBBINS SPEECH AND HEARING CENTER,
Emerson College
Boston, Mass.
Dr. David M. Luterman, Director

Orientation. The primary focus was on the parents, mainly the mother, who learns at the center how to teach her deaf child by natural language stimulation. The program was operated 1967-69.

Population. Eight deaf children aged 18 months to 3 years and their parents each semester for a total of 48 children in 3 years. A male and a female hearing child, slightly younger than the deaf children were included with each group. The participants were mainly middle class with a few being from lower class.

Method. The participants were chosen because they sought out the program and followed through on the initial interviews and examinations. Each parent and child participated for two semesters with the mother and the child attending two mornings per week. The mother was given a workbook and observed the tutor and her child and then completed an observation schedule. Then the tutor and the mother discussed the sessions including the therapy goals, techniques employed to control the child's behavior. At the end of the first semester the mother administered the therapy to a child other than her own. Discussion sessions followed. On the second day of each week, there were group discussions. The weekly group discussion classes were nondirective and the parents came up with their individual solutions for the problems being discussed. "Hypothetical Families" with particular problems were presented and discussed. Monthly group meetings were held for both parents and included Two Tracy Clinic parent information films plus formal lectures by guest lecturers. The last meeting in the semester was utilized for evaluation of the program. Monthly group discussions specifically for the fathers, as well as a Saturday morning session for the fathers and the children, were held once per semester. Hearing siblings observed in the nursery. During the second semester, the mother worked with her own child and was more active in nursery and therapy sessions, and still attended group discussion. Two parents criticized each parent's performance with her child. On days in which there were no discussions, the mother worked in the nursery. Two mothers were given one morning off each week to participate in an activity outside of the nursery and unrelated to deafness.

Assessment Indices. Data have been gathered on 44 of the children. Parents have been given:

1. Parental evaluation form
2. PARI - (Schaefer and Bell, 1958)

3. In May 1969, questionnaires sent to parents requesting that they list the education facility that their child was enrolled in then.
4. The educational facility in which the child was enrolled was contacted and the child's classroom teacher rated the parent and the child.

Results.

1. On a parental evaluation form only two of the forty-four parents were not satisfied with the program and one parent did not complete the program because of relocation. All others completed the program and were very enthusiastic about it. Concerning starting therapy with another child, 71 percent of the parents felt that it was worthwhile, 21 percent were indifferent and 8 percent were opposed to it. On the inclusion of the hearing child in the nursery, 70 percent of the parents thought it was valuable, 18 percent thought that it had negative value, and 12 percent were indifferent.
2. The PARI Scales (Schaefer and Bell, 1958) were administered to the parents at the beginning and the end of the second semester.
3. Forty-three percent or 19 of the children were enrolled in Public School Day Classes; two of the children were in public school classes with hearing children and seven were in hearing nurseries, the latter mainly because they were not old enough for admission to a program for the deaf. Of all the children, 52 percent or 23 had some previous experience in a hearing nursery school.
4. The teacher compared the performance of the child from this program with deaf children of a comparable age on a five point rating scale ranging from poor to excellent. Only three of the children were rated below average; 73 percent or 30 children were rated above average and no child who participated in the program was rated poor. The three 'no ratings' included one child who was not in any program long enough for the teacher to rate him. The ratings of the parents were very similar with only two being rated below average, none were rated poor and 73 percent were rated above average. Therefore the results indicate that the alumni of this program, both children and their parents, are generally rated above average when compared to non-alumni.

As a result of the parent education program, the parents involved created an issue of the education for deaf children in Massachusetts and obtained some significant advances.

Reference.

Luterman, David M. A Parent-Centered Nursery Program for Preschool Deaf Children. Final Report. Washington: U. S. Department of Health, Education, and Welfare, Project No. 6-2069, Grant No. OEG-1-6-062069-1591, February, 1970.

NATIONAL CAPITAL AREA CHILD DAYCARE ASSOCIATION, INC.
Washington, D. C.
Thomas Taylor, Director

This organization operates sixteen daycare centers for approximately 500 children ages 3-6 in the poverty areas of Washington, D. C. Head Start staffing and program guidelines are followed in all centers. The goals of the program are: "To provide a safe place for children who need it. To surround the child with adults who respect, accept and understand his special needs. To catch problems early, and if found, to provide a follow-up to see that remedial measures are taken. To provide a friendly source of help and education for parents. To provide jobs and teacher training for people in the community."

There are monthly parent meetings at each center, with each parent group having a choice in policy for the center and selection of personnel. From these groups, the members of the Parents' Advisory Council of the Assoication are selected. The PAC "helps to develop and establish policies for the program, helps to hire personnel for the program, and helps to identify needs of the program-- then center groups can work on these." Sixteen of the PAC members are elected to the Association's Board of Directors, comprising one-third of the Board.

The Association has a Parent Coordinator who "works with the director of each center and assists each parent group in setting up meetings, acts as a resource person for services available to parents in the community, helps maintain communication between center groups,works with Parent Advisory Council, assists in providing information, and acts as resource person."

The parent groups have discussions and special programs in their meetings on topics that interest them. They also play an active role in fund raising for the centers and get together for social activities. All parents are welcome to observe in the classroom or volunteer to assist on monthly field trips or in the classroom. Social services are coordinated by a social work aide at each center.

Many staff members are members of the neighboring community, and some are parents. A Career Progression Plan, with training, makes it possible for these persons to progress from Teacher Aide, to Day Care Assistant, to Assistant Teacher or Teacher.

In assessing parent attitudes toward the program, the Parent Coodinator felt that parents considered most successful "those (activities) in which they are actively involved in policy

making and decision making--where they understand problems and can work them through." Parents considered as least successful "any activity in which they are merely spectators-persons sitting around a table not having real input!"

Center directors stated that parent involvement contributed to behavioral changes in children by improving attendance and by giving the children pride "in things which they think their parents have an interest in;" in parents by improving "personal appearance," giving the opportunity for new friendships, reducing their hostility toward the program, by giving them an understanding "that daycare is doing things to help the child on the right path, not destroy the families' image," and by increasing their interest and influence in the program; in parent-child interactions at home, by giving the parents and children a common area of interest for discussion and by improving the parents' abilities to handle problem situations at home; in other members of the family by creating interest in the program, resulting in volunteer work by older siblings; and in the community by increasing awareness of available social services, "reducing vandalism," and by the increase of parents' activity in this program and in schools.

One of the Association's centers is the Department of Labor Daycare Center (Demonstration Project), funded by the Department of Labor for employee's children and located in the Department of Agriculture Building. The 60 children in this center (58 black and 2 white) come from families of all income levels. Mrs. Audrey Gibson, the center's director, states the purpose of the centers: "To explore the feasibility and value of operating an employer-sponsored child daycare center" and further: "(1) to explore the usefulness of employer-sponsored child daycare as an aid in recruiting prospective employees from inner-city poverty areas; (2) to explore the effects of employer-sponsored child daycare on employee zation; (3) to explore the significance of a 'close to parent work' daycare center on growth of the children enrolled; and (4) to assess the impact of the project on public and private employers in the Washington, D. C. area." Parents are recruited "through the Labor Department special committee composed of representatives of various offices, union representative, and daycare center Director." Evaluation of this center is presently being conducted by A. L. Nellum and Associates. Mrs. Gibson states that "Every government agency is now trying to establish a daycare center for their employees."

Comments. Questionnaires were completed by the Parent Coordinator and six center directors. A pamphlet, This is the Daycare Association, is available.

NEIGHBORHOOD CENTER - DAYCARE ASSOCIATION
Funded by United Fund and State Dept. of Public Welfare
Houston, Texas
Malcolm Host, Director
Shirley A. Sibley, parent representative, completed the questionnaire.

The basis of this program is "to provide daycare services for the total family (age 6 weeks to 12 years) through family day homes and daycare centers. Emphasis is on the development of the total child as opposed to custodial care. The goals and objectives are to educate the children at early ages and to educate parents in better ways to help children and themselves. The program, initiated in January 1952, operates five days per week, year round. There are 1200 children who participate directly in the program; 750 or more who participate indirectly, and 600 to 700 parents. The age range for the children is: 0-1 year, 7%; 1-2, 8%; 3-4, 20%; 4-5, 30%; 5-6, 18%; 6-10, 12%; 10-12, 5%. 70% are black, 20% are Chicano, and 10% Anglo. The income of parents is under $3000, 45%; 3-5000, 55%; 5-8000, 5%; 8-10,000, 4%; 10-12,000, 1%. 85% of families are one parent and 15% are two parent.

The advisory committee, all parents, was formed during the proposal writing stage of the program. The policy board is made up of 10 parents. Other parents are informed about progress through newsletters from the staff, telephone committees, and meetings. Parents share responsibility for teaching their own and other children; they advise formally on choosing the staff; and their opinions are solicited on administration of the program and the development of curriculum. All parents observe in the classroom; monthly group discussions are attended by about 25 of the parents; 90 of the parents participate in monthly field trips, including family camping; 10 parents (3%) serve on the staff of the centers.

Special services offered include a toy lending library, counseling, home budgeting assistance, medical and dental assistance for the children. Programs for parents are centered around education of parents to improve total family situation, i.e., family service, credit buying, planned parenthood, child development techniques and information services. A parent coordinator has primary responsibility for working with the parents. Other family members and community members are involved as tutors and all older siblings are included in any family project.

In the curriculum for children, "emphasis is placed on the development of self-image through reinforcement techniques.

The level of development of the individual child is taken into consideration and the program is planned by the individual centers." There are parent booklets for the centers and the day homes.

Parent involvement is seen to have contributed in the following ways: "It has taught parents how to be better parents and providers. Parents have learned better ways to relate to their children at home, and better ways to cope with the child's daily activities. The behavioral change in children in the center is passed on to the other children at home and it is very helpful. It has increased the interest in community activities, such as church, school, community projects and the welfare of our community."

An evaluative form for each child is completed every four months; staff are evaluated biannually; and although there is no formal evaluation of the effects of the program on parents, plans for such evaluation are being developed.

SESAME STREET, CHILDREN'S TELEVISION WORKSHOP
New York, New York
Edward L. Palmer, Research Director

Orientation. "Sesame Street" is a daily hour-long educational television program which is broadcast nationally. It was theoretically based on major conceptual analyses of the importance of early stimulation for development and the realization that television offered a significant, yet up to this point untrapped, medium for providing early stimulation.

Population. An estimated six million preschoolers watch "Sesame Street" each day. They span socioeconomic classes, ethnic groups and geographical locations and settings.

Method. "Sesame Street" has a direct teaching, instructional approach with fast moving, frequently changing episodes of high child appeal. All activities the child views are designed with a dual purpose, to educate and to entertain. "Sesame Street" publishes a series of Parent-Teacher guides describing supplementary activities for parent-child use. The guides outline methods of working with the child and the activities suggested reinforce content activities of the daily program. The utilization effort for the second season (1970-71) will include the establishment of organized groups of "Sesame Street Mothers" in the inter-city areas. These mothers will meet with trained personnel and be instructed on ways to use the program in working with their children. "Sesame Street" is presently being used in may preschool and nursery-school programs.

Evaluation. Two research groups, formative and summative, are associated with the Workshop. The formative research department is a part of the Workshop staff; it aims at betterment of the program. An achievement-testing program was initiated during the broadcast season. The summative evaluation (a national evaluation of the effectiveness of the television experiment) was conducted by Educational Testing Service, and was to have been available by the end of 1970.

APPENDIX D

Parent Participation Programs
Major Investigators and Addresses

Andrew Fleck Child Center, 195 George Street, Ottawa 2, Canada. Charlotte Birchard, Director.

Appalachia Preschool Program, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, West Virginia. 25325. Roy Alford, Director.

Barton, Vermont Parent and Child Center, P.O. Box 202, Barton, Vermont. 05822. John A. Chater, Director.

Bethune Daycare of National Capitol Area Child Daycare, 401 Chaplin Road, S.E., Washington, D.C. 20010. Yvonne Ali, Director.

Campbell Daycare Center of Nichols Avenue, National Capitol Area Child Daycare Association, 2562 Nichols Avenue, S.E., Washington, D.C. 20020. Mary M. Floyd, Director

Capitol East Daycare of National Capitol Area Child Daycare Association, 337 North Carolina, S.E., Washington, D.C. 20003. Mildred G. Buck, Director.

Central Harlem Association of Montessori Parents, Inc. (CHAMP), 220 West 143rd Street, New York, New York. 10030.

The Central School, 264 Broadway, Cambridge, Massachusetts. 02159. Alison S. Pershouse, Director.

Charleston County Head Start-Child Development Program, 1000 Kings Street, Charleston, South Carolina. 29403. Mrs. Emily Kline, Director.

Cohoes Child Development Center, Albany County Opportunity, Inc., 91 State Street, Albany, New York. 12207. Dorothy Miazga, Director.

Community Action Program of Oklahoma City and County, Inc., 331 West Main Street, Oklahoma City, Oklahoma. 73102. Thomas E. English, Director.

Congress Park National Capitol Area Child Day Care Association, 1355 Savannah Street, S.E., Washington D.C. 20032. Sherman Wooden, Director.

Cornell Story Reading Program, Cornell University, College of Human Ecology, Development & Family Studies, Ithaca, New York. 14850. John Harding, Director.

Demonstration and Research Center for Early Education (DARCEE) George Peabody College for Teachers, Nashville, Tennessee. 37203.

A Demonstration Project in Group Care of Infants and Toddlers, The Institute for Child and Family Development, The University of North Carolina at Greensboro, Greensboro, North Carolina. 27412. Mary Elizabeth Keister, Director.

Division of Compensatory Education, Pittsburgh Public Schools, Pittsburgh, Pennsylvania. 15213. Carolyn J. Hughes, Director.

A Freedom School for Young Black Children (Dr. Martin Luther King Family Center), Institute for Juvenile Research, 124 North Hoyne Avenue, Apartment 113, Chicago, Illinois. Manuel L. Jackson, Director.

Fresno, California Title I Preschool Program Fresno City Unified School District, 2348 Mariposa Street, Fresno, California. 93721.

Head Start Evaluation & Research Center, Michigan State University, East Lansing, Michigan. 48502.

Head Start-Napa County Council for Economic Opportunity, 4215 Solano Avenue, Napa, California.

Lambertville-Pittstown Year-Round Head Start, V.F.W. Building, North Union Street, Lambertville, Pennsylvania; and Sunday School Building, Pittstown, Pennsylvania. Jane Choate & Mary O'Neil, Directors.

Leon Interfaith Child Center, Inc., 114 North Adams Street, Tallahassee, Florida. 32301. Betty White, Director.

Los Angeles Preschool Program, Division of Adult Education, Los Angeles Public Schools, 450 North Grand Avenue, Los Angeles, California. 90012. Evelyn Pickarts, Director.

Midland, Texas Head Start, 700 South Jackson, Midland, Texas. 79701. Dorothy Brenanion, Director.

W. T. Moore Elementary School, Dempsey Mars Road, Tallahassee, Florida.

National Capitol Area Child Daycare Association, 1020 3rd Street, N.W. and 14th and Independance Avenue, S.W. Washington, D.C. 20001. Thomas Taylor, Director.

Neighborhood Centers Daycare Association, 9 Chelsea Place, Houston, Texas. 77006. Malcolm Host, Director.

Neighborhood Family Daycare System, 2856 Northwest Savier, Portland, Oregon. 97210. Arthur C. Emlen, Director.

New Rochelle Pre-kindergarten Program, 60 Union Avenue, New Rochelle, New York. 10801. Nancy Bogìn, Dìrector.

Omaha Parent-Child Center, 1702 Grace Street, Omaha, Nebraska. 68110. Nonnie Shrier, Director.

Parent and Child Center, 1029 West 5th Street, Mt. Carmel, Illinois. 62863. Melvin Noe, Director.

Parent/Child Course and Toy Lending Library, Florida State University, Instituted Human Development, Tallahassee, Florida. 32306. Linda Van Atta, Dìrector.

Parent Effectìveness Program, Child Achievement Center, 14852 Ventura Boulevard, Sherman Oaks, California. 91403. Paul Carlson & Arnold Zukow, Directors.

Parent Effectiveness Training Course. Effectiveness Training Associates, 110 South Euclid, Pasadena, California. 94303. Thomas Gordon, Director.

Parent's Community Cooperative Nursery School, Laurell Street, Menlo Park, California. 94025. Francis Oliver, President of Parent's Board. Patricia Kennedy, Head Teacher.

Phillips, Darrell G., Science Education Center, University of Iowa, Iowa City, Iowa. 52240.

Phyllis Wheatley Daycare Center of the Natìonal Capitol Area Child Daycare, 901 Rhode Island Avenue, N.W., Washington, D.C. 20001. Mrs. Beverly Nickens, Director.

Prekindergarten Instruction and Demonstration Center, University City Public Schools, 725 Kingsland Avenue, University City, Montana. 63130. Melanie K. Knight, Director.

Preschool and Primary Education Project, State Depts. of Public Instruction and Welfare, Harrisburg, Pennsylvania. 17126. B. McInerney, Director.

Preschool Program, Oakland Unified School District, Children's Center Preschool Programs, 831 East 14th Street, Oakland, California. 94606. Sherman G. Skaggs, Jr., Director.

Project Child: The Parent Project, Bernard M. Basuch College of the City University of New York, Lexington Avenue, New York, New York. 10010. Helen F. Robison, Director.

Research Utilization Project, Cyesis Programs Consortium, The George Washington University, Room 505, 1145-19th Street, N.W., Washington, D.C. 20036. Marion Howard, Director.

The Responsive Program, Division of Adult Education, Far West Laboratory for Educational Research, 1 Garden Circle, Hotel Claremont, Berkeley, California. 94705. Glenn Nimnicht, Director.

Seattle Day Nursery Association, 200 Broadway Building, Seattle, Washington.

Sesame Street, Children's Television Workshop, 1865 Broadway, New York, New York. 10023. Edward L. Palmer, Research Director.

Southeastern Educational Laboratory, 3450 International Boulevard, Atlanta, Georgia. 30354.

Supermarket Discovery Center, Institute for Educational Development, 999 North Sepulveda Boulevard, El Segundo, California. 90245. Robert T. Tilys, Director.

Syracuse University Daycare Center, 1085 East Genesse Street, Syracuse, New York. 13210. Ronald J. Lally, Director.

Teens and Tots: Development of Youth as Infant Educators, Chicago Illinois. Lorraine Sullivan & Rosetta Wheatfall, Directors.

Teens for Tots, Making Education Fun, 103 Coldbourne Crest, Brookline, Massachusetts. 02147. Martin McKinnon, Director. Director.

Thayer Lindsey Nursery, Robbins Speech and Hearing Center of Emerson College, 168 Beacon Street, Boston, Massachusetts. 02116. David M. Luterman, Director.

Tuskegee Head Start, 100 Eastside Street, Tuskegee, Alabama. 36083. Irene H. Wilson, Director.

Ypsilanti Early Education Program, Ypsilanti Public Schools, Ypsilanti, Michigan. 48197. Glorianne Wittes and Norman Radin.